Calgary Survey
of
Educational
Interests
of
Older Adults

Part I - Research Report

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Respectfully submitted,

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ABSTRACT

Documented information necessary for development of educational programs responsive to and adequate to the needs of older adults in Calgary and other Canadian communities is virtually non-existent. This research has been undertaken therefore, to assess the perceived learning needs of older adults in the Calgary community, and by documenting the process, enable other Canadian communities to also assess their needs.

Review of literature describes increasing proportions of older adults living longer and healthier lives than ever before in history. This trend is expected to continue well into the future.

The importance of learning is stressed to: deal with changes brought about by retirement, processes of aging, societal advancement, and a new and for the most part uncharted period in one's life, the 15-20 years of post-retirement life.

Current educational institutions, by their very mandate to serving youth have created many barriers to entrance by older persons. However, positive enticements, one being to involve older persons in the planning of their own programs can assist to overcome other barriers.

To determine the state of later life learning from an older person's viewpoint the following research was undertaken.

Four hundred seventy (470) Calgarians, aged 55 and over agreed to participate in a structured interview schedule administered by trained, peer, volunteer interviewers. Information was obtained to describe the sample demographically, to determine what types and why certain pre and post retirement pursuits were undertaken, and to describe issues related to later life learning. The last section of the instrument, titled learning opportunities, focused on respondents current experience with and perceptions of learning, the importance of later life learning, barriers and enticements to learning, course type and scheduling preferences, and future possibilities.

Results of the survey were presented to the city of Calgary at large through a series of four community meetings, plus one meeting of professional educators and government personnel. Analysis of data pointed to several gaps between what is preferred and what is currently offered for later life learning to-day.

Later life learning opportunities are generally viewed by older persons as positive and rewarding activities worthy of greater consideration and place in the educational field to-day.

PART I

THE PROBLEM AND

ITS SETTING

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The Statement of the Problem

Documented information necessary for development of educational programs responsive to and adequate to the needs of older adults in Calgary and other Canadian communities is virtually non-existent.

The purpose of this research therefore, is to assess the perceived learning needs of older adults in the Calgary community, and, by documenting the process, enable other Canadian communities to also assess their needs.

Discussion of the Problem

Learning in middle-age and older age today is exceedingly more important now than it was one, two or three generations ago, according to Dr. Aker[1]. With increasing life spans and rapidly changing societies, he contends that one cannot now learn in younger life all we need to know in order to live effectively during middle and older adulthood.

During this century alone, the average life span has increased from 47 to 71 years with forecasts to 85 plus years by the year 2000[2]. This means that today nearly one fifth to one quarter of our lives lie ahead of us after the usual age of retirement. Canada will double its present population over the age of 65 by the year 2011. At this rate, by 2031, there will be more people over the age of 65 than from 0-19 years for the first time in Canadian history[3].

There are now more people living longer lives in a period of time to be known in history as the era of the information explosion. In 1900 the total amount of knowledge recorded doubled itself in 50 years, but now this amount is doubling every 8-10 years.[4]

Education is an important means of keeping abreast of such fast paced change, be it computer, life skills, etc. Older persons especially, if they feel they

have fallen behind often withdraw from a world they can no longer understand.
Both the older adult and society lose when this occurs.

However, educational needs for the older adult are quite different than for the
18-22 year old. Older adults have at least twice the life experience in time
on which they can draw as compared to younger age groups. They are at very
different levels in their developmental life span as compared to young adults.
For example, they have dealt with and moved beyond the starting out,
establishing a home, career and family issues, and may instead require support
in dealing with loss of spouse, friends, retirement, etc.

Virtually all of our social institutions are organized by and for a youthful
population and are ill-suited to meet the needs of today's elderly, much less
those of the future elderly[5]. Recent studies[6] have found that, although older
adults express interest in education, they do not, in fact, actually
participate to any great extent in a formal means of continuing education.
Examples of barriers to participation by older adults in traditional programs
may include, inappropriate time and length of course, vision and/or hearing
difficulties, age-graded and depersonalized nature of institutions, entrance
requirements, and inappropriate course content, to name but a few.
Investigation of current educational programs primarily across the U.S.A.,
reveal that most institutions provide very few educational opportunities
specifically designed for older adults. It is generally assumed that the U.S.
is approximately a decade ahead of our Canadian counterparts for such
programming. The picture here today, therefore, would be similar or
worse[7].

Educational institutions wishing to cater to the learning needs of older adults
must become aware of older persons and their desires according to Maggie Kuhn,
a Grey Panther leader, and noted advocate for the rights of older adults. She
states that, most organizations try to adjust old people to the system and the
elders want none of that. It is the system that needs changing in order to
overcome resistence of the elderly which results in minimal participation.[8]
However, John Myles notes that where universities and other educational
institutions have provided programs designed by and for the elderly, the

response has been quite positively different[9]. Many educators believe that educational programming for elders should be a joint venture and an alliance of equals between elders and professionals, with elders involved as initiators, planners, organizers, and active agents[10],[11], [12], [13].

Virtually all successful programs which are being directed to the older adult population stress the importance of first conducting an elder needs assessment to determine the elder's own perceptions of what they want or need[14]. This is further supported by Sherry Willis[15] who believes that because participation by the older learner is noncompulsory, if programming is not relevant from their perspective, they will fail to show.

As a result, this research has been undertaken to fill a recognized gap in substantive documented information on perceived learning needs of older adults. Issues relating to this identified need are 1) the changing demographic patterns towards increased life spans and population growth in the later years, 2) current lack of educational opportunities for older adults, 3) the importance of age related learning, 4) barriers and enticements to involvement by older adults in learning opportunities and 5) finally the importance of significantly involving older adults in assessing their perception of their own learning needs.

THE SURVEY PROJECT

As an initial response to this problem a group of elders formed to address this issue. After discussion of the above considerations, they submitted a proposal and received support from New Horizons, Health and Welfare Canada, to study the problem at length by means of a thorough review of the literature and by undertaking a local area survey of the elders' perceptions of their learning needs. It was judged that the involvement of elders in the survey would itself produce a wide spread interest and concern which should help appropriate agencies to undertake and meet the education needs of older persons with more success than previous efforts have shown.

The objectives approved by New Horizons to complete this research were as follows:

The Proposal Objectives

1. To determine the perceived learning needs of older adults as judged by a survey of a large representative number of people in the Calgary community.

2. To produce a manual which details the procedures followed to complete the above survey which may be a guide to other communities whose constituencies differ somewhat from Calgary.

3. To disseminate the survey results and manual to interested professionals, communities and the senior population, both locally and nationally as a means to further increase awareness of perceived learning needs to a large number of people.

In order to gain insight into later life learning issues and to guide the development of the survey instrument, a review of related literature was first undertaken.

PART II

REVIEW OF RELATED

LITERATURE

REVIEW OF RELATED LITERATURE

This literature review covers previous and current research with respect to learning in later life. Older adult learning opportunities are a relatively new addition to adult education in North America. Therefore, documentation and publication of ongoing research in this field has not yet materialized to any great extent.

Review of literature will report Canadian context wherever possible, while recognizing most sources are of American origin as the U.S. is generally accepted to be a few years ahead of Canada in this inquiry. Societal, political and environmental conditions differ in many respects between Canadian and American experience, and these very differences lend support to the need for continued Canadian research and reporting.

The purpose of this literature review is to outline and summarize the available research information with respect to, older adult population trends (past, present, future), perceived importance of later life learning, learning needs, plus incentives and barriers to education by older adults.

The subsequent survey research design is based on the assessment of research to date.

1. Population Trends

Demographic patterns of older persons are changing faster than for any other age group. In the 1920's a person would not be expected to reach 70 years of age, let alone live this period of life in a fulfilling manner. Among those 60 years old today, women can expect to live another 22 years, to age 82, men another 17 years to age 77[16]. Where past generations of elders could expect perhaps up to 5 years of healthy retirement, today's elders can often expect 15 to 20 years[17].

Canada has recently joined the ranks of the old nations or societies. Societies are referred to as 'old' or 'aged' when those 65 and over exceed

7% of the population[18]. In 1981, Census data shows 2,201,000 persons 65 years and over in Canada. By the year 2,001 current forecasts project a population of 3,103,000 persons 65 and more, an increase of 47%. At the same time Canada's birth rate has dropped and consequently the population structure is aging more rapidly than in the past. There will soon, therefore, be more people living longer lives than ever before in Canadian history.

Between 1901 and 1981, the proportion of older persons in the Alberta population rose from 1.94% to 7.54%. In 1981, there were 162,500 seniors 65 years of age and over living in Alberta[19].

Today Calgary has 36,360 persons 65 years and over[20]. Of this population 8.3% are 85 years or older[21]. Calgary also has 37,935 persons between the ages of 55-64 years. Combined with those 65 and over, Calgary currently has 12.5% of its population in the older adult (55 years and over) category. This represents a significant and growing proportion of the community to be dealt with.

A person, for example 70 years old today, may well have finished with formal schooling between the ages of 16 to 18, more than 50 years ago. He or she could not be taught life enrichment skills for a lifestyle not yet realized.

Growing old in the future will take on a new meaning according to Sloehr and Covelli[22]. They describe growing old as a new stage of living, one of activity and involvement, rather than passivity and detachment. Persons reaching later maturity in the future will have higher levels of formal education, are more likely to have been participants in adult education, have higher socioeconomic status and have better health than their predecessors[23]. From a demographic perspective, Arbeiter[24] believes that the best predictor of participation in continuing education is the level of formal education attainment. A survey of 2,000 retired Californians[25] confirms this assumption by stating that 30% of those interviewed were

considered excellent targets for college enrollment, especially those having completed a high school education. As well, however, tomorrow's old people will have fewer children, grandchildren and siblings with which to form a network of family support[26]. All of these variables have been positively correlated to increased educational participation[27,28,29,30]. Both the increasing number as well as the rising percentage of persons over age 65 discussed earlier suggests that benefits to the individual and society to be gained from involvement in later life learning have great potential. To realize these benefits we must now determine what needs to be done to develop further learning opportunities appropriate for older adults.

2. Importance of Later Life Learning

The aforementioned demographic factors, indicative of the increasing place of the elderly in Canada underlines the corresponding increase in the need for, and possible benefits to be derived from, education of the elderly. Whereas learning is important at any age it is now increasingly recognized as significant for the elderly and possibly more so in the later years than at any other time in the life span. Today's older adults are pioneers in the field of aging in our modern increasingly complex society and so have few examples of how to go about it successfully. Organized learning opportunities for older adults may be today's most important vehicle in facilitating the exchange of information, experience and wisdom towards achieving a successful, healthy and happy old age.

This thinking agrees with the conclusions expressed in The Contexts of Aging in Canada, (1981)[31], which cites several possible consequences of increased educational attainment among older adults:

A. Increased active participation in community and political affairs.
B. Increased active participation in all forms of formal and informal educational and recreational activities for older persons.
C. Increased demand for improved medical and social services.

All of the above - increased community involvement, increased physical and mental activity, and increased health and mental health awareness, are viewed as keys to a healthier and happier long life[32].

Older persons having not merely survived but coped adequately with 60+ years of living, now find they have greater freedom and more time than ever before to commit to the pursuit of new endeavours. David Peterson[33] challenges educators by asking, "Is the purpose of education to assist older people in adjusting to contemporary society or is it to provide them with skills and encouragement to remake society to their desires"? Expanding upon this challenge, do we acknowledge and develop means for society to benefit from the experience and special assets of older persons or do we respond in a similar manner as for younger age groups by defining, the direction and scope of the older persons learning needs?

Certainly the 'We know what is best for you' approach will tend to fail in appeal to the elderly.

Centuries ago, Plato contended that, "the most rewarding and significant learning that can take place cannot occur until a person has lived fifty years or more, until a person has lived enough life and experienced enough life and enough of its meaning - in terms of its peaks and its depths, joys and tragedies - he cannot really appreciate the more significant problems of man. He is not able to understand with any level of significant meaning the depth of human experience"[34]. Society however, for the most part, does not consider older persons in the same light as Plato, but much more negatively, as a time in life to ignore, avoid, or at best adjust to as well as one can. If the major purpose of education is to encourage personal and societal growth through the re-evaluation of current concepts and the exploration of new ideas and concepts, then it should follow that by providing appropriate learning skills to a population of life experienced persons, both older people and society gain. The older person, through enhancing his/her ability to express and evaluate his experience against current societal norms; and society, by once again appreciating and

displaying respect for the elders of society and the storehouse of wisdom which they carry within themselves.

3. Learning Needs of Older Adults

Dr. Howard McClusky, a pioneer in the field of older adult education, has made a major contribution to it by his investigation of the learning needs of older adults. He discusses later life learning as one means to fulfillment of life needs and subsequent increase in one's personal value. He has identified five categories of needs pertinent to older individuals, listed as follows:

Coping Needs - may be brought about by increasing age, through changes in finances, marital status, position in society, power, health and occupation. In order to maintain adequate psychological and physical health, it is important according to McClusky to learn to cope with these and other changes.

Expressive Needs - satisfaction of these needs may result in a person deriving intrinsic enjoyment, meaning and pleasure from a certain activity, an activity for pleasure's own sake. It may involve continuing social contact, use of the senses, or use of the muscles, any of which generally contribute to the well-being of the older person.

Contributive needs - are met by cultivating the elder's ability to contribute something acceptable to others and the community. Meeting these needs satisfies a dual function by enabling persons to develop useful role(s), which are self-fulfilling because of their need to be helpful.

Influence Needs - refers to an older person's need to exert greater influence on their circumstances of living and the world around them.

Transcendent Needs - describes the elder's need to feel that an older person is somehow better off or at a higher level of existence than   . before35.

The five categories of need described above form a hierarchy in which the basic needs of an individual must be met before interest can be shown for the higher level need areas. For example, an expressive type course - music, is not likely to interest someone needing more adequate nutrition or housing, a coping level need. Satisfaction of transcendence is a need of the highest order and only likely to be addressed after the other four areas have been accommodated.

Similar conclusions on categories of need are described by The Academy for Educational Development [36] although the labels differ. They are:

Adjustment Needs - to cope with a new and unfamiliar life situation.

Identity Needs - to provide new outlets for skills and interests previously absorbed by a job in business or a place in the community, thus re-establishing the feeling of being a recognized and appreciated individual.

Participation Needs - to develop appropriate means of pursuing one's role as a significant element in a participatory democracy.

Fulfillment Needs - enabling and seeking to be of service, to be useful and wanted, to feel that one is part of a community as well as a productive member of society.

Once beyond the coping or adjustment need areas, the remaining categories all describe an older person's common need to re-evaluate what contributive channels remain open to him in his remaining life span. Label them contributive, identity, expressive, participative, fulfillment or transcendent, they all speak of need for self improvement so that one's social acceptance and community contributions may be enhanced.

Sloehr and Covelli [37] have formulated suggestions which incorporate the above need areas into five categories of possible course offerings. They discuss:

Retirement Programs - goals for these programs would be to help older adults to face and understand the social, psychological and physical problems of retirement. This may satisfy coping or adjustment needs.

Enrichment Programs - the major goal of courses in this area is intellectual and cultural development of the individual. It also includes social and recreation activities developed to provide more interesting use of leisure time. Courses in this area may satisfy the expressive or identity needs of older persons.

Second Career Programs - this area provides an examination of the individual's potentials and options for voluntary or paid employment and develops training and employment opportunities. Contributive or participative needs may be met from such courses.

Advocacy Programs - advocacy type courses would be directed to train older adults to work with others to improve current conditions and to change the image of older people as it exists today. Fulfillment or influence needs may be satisfied through courses such as these.

Ideally, the above program areas, presented in a manner appropriate to an older persons' ability to participate would seem to satisfy later life learning needs. This description reflects, 'what should be'. The following review reflects, 'what is', a description of the current educational system.

4. Barriers to Education by Older Adults

I. Institutional Barriers

The currrent educational system largely fails to meet later life learning needs. Historically, education had its primary goal, "to prepare one for life"[38]. Student population, then, has been predominantly composed of the 5 to 22 year old age group. Today's major educational institutions are still purposefully designed to

service a youthful population. John Myles[39] admits that
they have never been particularly well suited to meet the
requirements of the elderly, and that as the numbers of elderly
increase this inadequacy is becoming more apparent.

A recent survey of 150 community colleges found that the most common
provision community colleges make for elders, if any provisions at
all are made, is free or reduced tuition to regular course
offerings[40]. This concession, however, has met with meager response.
Myles states that an educational system organized for the senior
adult would require dramatically different educational forms and
content than that which faculty have traditionally provided to the
young.[41]

Dr. Aker[42] further states that much of what is taught and learned in
college today is detrimental to learning in middle age and older age.
It is important therefore, to be aware of the intent and focus of
educational institutions today and to identify areas where it may or
may not be considered appropriate by an older person to become
engaged with the existing system.

The following description is typical of conditions at most post
secondary educational institutions today in relation to their efforts
to develop later life learning opportunities.

A. Present institutional efforts to provide educational needs for
    the elderly are structured with little or no awareness of their
    actual concerns and constraints.

B. Most existing programs require the elderly to behave and compete
    in a manner similarly required of the 20 year old, and assumes
    that they are seeking similar goals.

C. Pre-program communication between institutions and the elderly is
    virtually an illusion.

D. Significant data governing program decisions is non-existent.

E. Most institutions provide very few educational opportunities specifically designed for the elderly.

F. There is a paucity of off-site programs, whereby most institutions require the elderly to come to the campus to engage in education.

G. Few institutions provide financial assistance for education of the elderly.

H. In the absence of reliable data, little institutional planning is considered which accommodates the educational needs of the elderly.

I. When planning programs for communities of minorities, most institutions pay little heed to the elderly as a distinctly identifiable minority.

J. Older persons in more rural areas have even less opportunity to pursue educational activities[43].

The above picture, termed appalling by Sarvis, leaves a great deal to be desired in the way of assessing and programming learning opportunities for older adults.

II. Personal Barriers

Kalish[44] contends that older people have a tendency to be more
cautious, and less willing to take risks, which suggests that their
fear of failure may be greater than their need to achieve. It
follows then that the requirements to enroll in a course for credit
and therefore a pass/fail grade could be a powerful barrier to
attendance or a cause for early withdrawal from a course.

Researchers have also shown that poor economic and health factors
limit the degree of participation of the elderly in formal
education[45].

Belbin, in Canada's Changing Age Structure[46] discusses instructional
implications which can enhance learning retention by the older adult.
Contrary to the belief held by many, Belbin assures us that older
adults can in fact learn, but there are a number of factors that must
be taken into account in designing such a program, including:
practice of learning skills, pace, coping with physical loss and
motivation. Belbin considers motivation the most important factor of
all, the individual's desire to learn.

He believes that until emphasis is placed on the development of
learning skills (practice), we will never create a nation of
independent learners. Educators continue to teach content to people
who are not effective learners rather than offering study skills,
memory techniques, and learning approaches which can be used in
numerous educational and other settings. Belbin further contends
that our gravest problem with the aging is that we try to deliver
mass education to a clientele, which frequently needs special
individualized attention, either in helping them to overcome basic
obstacles before they can participate in an educational program, or
in assisting them to become involved despite or because of these
obstacles; for example, coping with a heart condition and the
physical restrictions placed upon such a person.

III. Societal Barriers

On a societal level, education, work and leisure have been segregated
into different parts of the life cycle, with education being towards
the first quarter or third of one's life. In this context, then, the
aged are not considered an important clientele for continuing
education. Many older adults themselves do not understand the role
of or benefit of education, having had so little opportunity in their
lives, compared to younger age groups, to try it and see for
themselves[47].

In summary, barriers to older adult learning appear to be evident on
several fronts, within the institution, with its focus towards youth;
from educators and administrators who attempt to open the door to
older adults but without taking into account age-related differences
to learning, from society, where education is placed at the beginning
of one's life, and finally from older adults themselves, often caught
up in fear of failure, feeling its too late for them, and wondering
what benefit could be gained from something most have never even
tried.

5. Incentives to Education by Older Adults

Much of what has been documented as incentives for older adults to become
engaged in learning opportunities can be described as a result of genuine
attempts to overcome barriers to involvement while recognizing the age-
related differences to learning needs and styles.

I.   Age-Related Differences

Adult learners are quite different from young people. Adults have a
fuller, richer, more stable and autonomous sense of self than
children do, and a repertoire of experiences from which to draw as
they read, discuss, create and experiment[48]. Put simply, older

people see in new ideas a meaningful relationship with the past;
something the young cannot do.

Many positive life circumstances begin to emerge as one ages which
are conducive to engagement in meaningful learning opportunities,
such as: many responsibilities have ceased; the children of the
older generation are usually self-sufficient, and elderly parents
have frequently (but not always) died; repetitive and fatiguing work
demands no longer occur; stressful, competitive needs are no longer
strong. Many of the constraints based on what other people think
have been shed. Many older people have worked through much of their
fear of their own death.

Older people realize that the future is finite, and this knowledge
often allows them to attend only to matters that have a truly high
priority, permitting them if they wish, to ignore the minutiae of
life. And finally, there is tremendous discretionary time that can
be used to satisfy the high priority needs.[49] However, there is
sometimes so much time available that it is not used effectively,
which is a danger in retirement.

The lessening responsibility for others, greater freedom in choice of
activity, a sense of having reviewed life's priorities, and awareness
of limited time remaining are all important aspects to consider in
programming for older people. For example, an area of recent growth
in education is 'Preparation for Retirement'. This kind of course
matches an older person's developmental stage in life, may well fit
with his/her new found freedom, time and sense of evaluating life
priorities to make the later years more meaningful.

Research further discloses that there is very low interest among the
elderly population in instrumental courses, defined in this context,
as courses that involve deferred gratification activities[50]. This
agrees with the earlier point of attending to relevant, current, high
priority items and letting go of less pressing concerns.

II. Socialization

Socialization, appears to be a strong inducement to enrollment in learning opportunities[51]. This component may take several forms. An older adult may display hesitancy in becoming involved in a newer activity such as an educational course. To go with or be encouraged by someone trusted and who may already be in the program may be all the stimulation required. Once in a program the socialization component re-emerges. Older people want to be an active part of the class, according to Carlson[52]. They need and want classes which take note of and utilize their competence and knowledge. This provides a two-fold incentive; one, a means to contribute to others, based on one's own experience and two, a means for personal contact within the learning setting.

III. Classes for All Ages

Carlson further states that learning which results from cross-generational exchange is positive for all parties. The younger student is able to increase his/her understanding of what being older is like, and the older student is both able to share his/her life experience with others and develop a better awareness of today's youth and their concerns[53].

IV. Instructional Techniques

Once an older student has been motivated to investigate possible learning opportunities and has found a setting which appears to be committed to accommodating a lifelong learning philosophy, several factors listed below may further encourage a new, older student to becoming more fully involved -,

A. the creation of educational opportunities for anxious learners which entail low levels of risk and threat,

B. the building on success experiences; or integrating unfamiliar
    with familiar material,

C. emphasizing the informal as opposed to the formal aspects of the
    educational experience,

D. emphasizing self-directed and intrinsically motivating
    activities,

E. using participatory instructional strategies which emphasize
    peers as resources,

F. making use of teachable moments engendered by life transitions
    and developmental tasks,

G. the integration of life experience with the learning process,

H. adapting to meet the goals of the learners, for example,
    'cognitive interest' learners should have ample opportunities to
    deal seriously with topics, while 'social contact' learners
    should have ample opportunities to interact with others,

I. understanding how instructional activities relate to objectives
    and goals,

J. employing informational feedback rather than judgemental
    evaluation,

K. compensating for physiological barriers, by means of improved
    lighting, appropriate seating arrangement, travel aids, avoiding
    stairs, etc.,

L. assisting in the acquisition of new information by means of
    emphasis on learning techniques such as encoding and retrieval
    strategies,

M.   consideration of differences among learners by individualizing at least some aspects of the instructional process[54].

All of the above, however helpful, assumes that an appropriate later life learning environment has been located and one only needs to entice the older person to become engaged with it. For the most part, this is not the situation today. (See section - Barriers to Education)

V.   <u>Elders as Educational Resources</u>

The few programs which have documented successes in the later life learning enterprise all clearly describe the first step as: involvement of the older adult population. Elder involvement in the process is crucial and as important to elders as the actual program content. Specifically, from planning to participating many older adults are capable, qualified and may well have the interest and time to carry out any or all of the following program preparation activities:

A.   researching basic demographic and factual background data on their community of elders,

B.   assisting in needs assessment, including distribution of needs assessment instruments and analysis of results,

C.   recruiting students through talks to elderly groups, direct mailing, and staffing information booths where elders congregate,

D.   originating publicity and communications by writing press releases for public media, agencies and/or appearing on community service programs,

E.   serving as instructors,

F.   approaching community groups and local industry for donations of material, space, and/or funds,

G.   developing liasons with pertinent community groups and organizations,

H.   developing car pools and working out transportation schedules,

I.   assisting in writing proposals for program funds to appropriate agencies[55].

The rewards of such involvement and effort by older persons on behalf of themselves and their peers are many. They have listened to the community and what it tells them. They have encouraged those less brave or risk-taking than themselves to become involved in a proven life enhancing enterprise. They are overcoming barriers by themselves, for example (transportation) and are providing programs by and for older adults in a manner appropriate to their expressed needs and limitations for involvement. They are providing a positive peer environment for socialization to occur. Finally, by this very involvement in all stages of development, they will not be trapped into adjusting to another's expectations of what is best for them, but can instead determine their own destiny and role in their community and society at large.

In this light, however, educators are cautioned that institutions still have a distance to go in involving seniors themselves in the educational enterprise, either as learners or as teachers. There often appears to be a tendency to tokenism on our use of elders as consultants [56]. This tactic may cause a more negative reaction from the older population than if no communication at all had been initiated.

6. <u>Our Approach to Assessment of Later Life Learning</u>

It seems obvious that one must begin with a cohesive group of elder citizens who are encouraged to study the problem and participate in planning its solution. Once concerned and involved they can undertake a learning needs assessment or market survey. This survey will itself induce a wider interest in senior education as well as serving as a guide towards accepted methods, subjects and techniques.

With continuing limited budgets and resources today, only top priority issues can at best be addressed. A community-based needs assessment survey based on the current research which describes unmet need areas of the older population would both involve the community toward which planning is directed and assist in determining such areas of program priorities. Acknowledgement of possible age-related differences in learning needs and styles, plus barriers and incentives to involvement by older adults in such a survey could greatly improve the success factor of future program implementation.

Review of related literature forms the base from which the subsequent New Horizons survey instrument was developed, and refined to reflect perceptions of Calgary's older adult population.

Completion of a community based needs assessment is a first step towards development of a learning environment which will be specifically sensitive to the educational needs of older adults and accessible, affordable and appropriate to the participants' ability to become involved.

PART III

PROJECT DESIGN

PROJECT DESIGN

The intent of this research is to assess the perceived learning needs of older adults in the Calgary community.

This section of the report provides a description of how this project developed out of Calgary's senior adult community to include: formation of advisory board, development and approval of proposal, development of survey instrument, sampling strategy, administration of questionnaire, preparation of results and treatment of the survey data.

For a more detailed description of the procedural development, please refer to: Surveying Educational Interests of Older Adults, Part II - How-To-Manual. This guidebook has been prepared to assist other groups, organizations, etc. to conduct their own survey research.

1. Origin of Project

The director of a newly developing centre for later life learning lacked sufficient information about what older people wanted to learn. To find out more, she invited thirty community-minded retired men and women, known to be interested in continuing education, to meet and discuss educational needs of older adults. Consensus was reached at this meeting, to investigate this issue of later life learning on a broader scale.

I. Formation of Advisory Board

In order to carry out a more indepth review of learning needs among Calgary's older adult population, the majority of these original thirty retired men and women, self formed into an advisory board, and pursued funding through Health & Welfare Canada's New Horizons Program, to proceed with this investigation. This board, titled 'The Educational Survey Committee', very early in their initial planning stages, hired a research consultant to work with them throughout this investigation.

II.   Proposal Submission to New Horizons

A proposal was developed by the board which would:

A.   investigate perceived learning needs of Calgary's older adult
     population,

B.   document the investigation process to enable other interested
     parties to undertake their own assessment

C.   disseminate survey results to appropriate parties.

The proposal included: objectives, approach, budget, time lines, and
role descriptions to delineate responsibilities between the research
consultant and the board of directors. (See Appendix A - Proposal to
New Horizons) Based on the commitments agreed to by New Horizons the
first task became the development of the questionnaire instrument.

2. Procedural Development of Project

I.   Development of Survey Instrument

The priorities for the development of the questionnaire included:

A.   to introduce learning opportunities for older adults to older
     adults, both within and outside the formal educational
     institution,

B.   to involve the greatest number of older adults in the process of
     determining possible directions for later life learning,

C.   to obtain a measure of older adults' perceptions of the roles of
     education for older adults to-day,

D. to define perceived barriers and enticements to involvement in learning opportunities by older adults,

E. to determine preferred location, length and type of course, time of day and year, cost and forms of advertising.

A series of committee meetings followed to prepare an appropriate instrument which would address the above priorities.

The survey instrument was divided into three sections. The first section captured demographic descriptors on age, sex, marital status, residential dwelling, location in city, length of time in Calgary and at current address, and language spoken. The middle section queried pre and post retirement activity and the incentives motivating choices given. The third section dealt with learning opportunities and potential. (See Appendix B - Survey Questionnaire)

The questionnaire instrument was pre-tested by four board members on a sample of twenty five older adults. Revisions were made to the instrument based on the pre-test results and the finalized questionnaire was reviewed and approved by the board of directors for dissemination across Calgary.

II. Sampling Strategy

The population to be interviewed was determined by the research consultant in a manner to be representative of the older adult population density by community area within Calgary, stratified by age, sex, maritual status and residential dwelling. 1981 Census tract statistics constitute the source for these divisions[57]. A statistically significant sample to 95% confidence level of the older adult population (65 years and over) required a sample of 400. To include the 56-64 age group the final sample yielded 470 completed interview schedules. Consideration of the sample's representative-

ness with regard to percentage involve/non-involvement in community groups was also monitored. By these means, both a demographic description of respondents could be developed, and this profile compared for representativeness to Calgary's census data, to ensure a valid sample.

III. Administration of Questionnaire

An ad hoc orientation and training committee formed from the board of directors to prepare advertising for peer volunteer interviewers, and to prepare and implement an orientation and training package for the required interviewers. (See advertising flyer - Appendix C)

Thirty volunteer interviewers were prepared for interviewing at three separate workshops and then instructed to survey individuals in the areas in which they were allotted. Letters were sent (See Letter of Introduction - Appendix D) to a random selection of older individuals in each of thirty areas introducing this project. Interviewers made follow-up contacts to these individuals and arranged for convenient times to meet and conduct the survey.

3. Survey Data

I. Preparation of Results

An ad hoc coding committee was formed by the board and included former volunteer interviewers. Coding sheets were prepared by the research consultant in a manner to accommodate sight difficulties (scale of coding sheets were made four times standard size) and in a format to be operable by inexperienced statisticians. With an orientation and practice session conducted by the researcher, the coding committee of eleven, successfully coded half of the questionnaires in one session, the remainder were completed on a take home and return basis. All coding sheets were individually checked by the researcher and then forwarded to key punching. (See Coding Format - Appendix E)

II. Treatment of The Questionnaire Data

The ad hoc questionnaire committee described earlier, met with the researcher and a volunteer computer analyst to determine the types of analysis required. An initial run of frequency counts derived from the Social Service Statistical Package computer program formed the basis for these discussions. Several subsequent meetings were called to further refine the information requirements.

Respondents' perceptions, experience and potential for later life learning were compared by cross-tabulating separately with age, sex, marital status (living with whom), positive replies to 'thoughts about your life', and whether or not the respondent had enrolled previously in educational courses since age 55.

Trend analysis based on frequency counts and cross-tabulations constitute the extent of the manipulation of data for this research.

III. Interpretation Considerations

The number of responses given to each question in the second and most of the last section were left to the individual respondent's discretion. The pre-test questionnaire format was developed as a three-item rank order limit per question. Respondents however, although given verbal and written instructions on how to respond, often gave more than three replies and chose not to rank order or list all responses as a number one priority. This preference for unrestricted replies was therefore altered on the finalized instrument.

All questions in the second and the last section which include, 'not applicable', as a response option are to be interpreted as the negative statement to the particular question. This was the

instruction given to the interviewers. For example, question 7, 'If you met new friends...', the not applicable response implies, have <u>not</u> met new friends.

Questions dealing with particular health factors, economic situations, and past educational attainment were limited because it was felt that such inquiry would not be fitting for use in some segments of the population, ie. personal care institutions.

The questionnaire however dealt with health, economic and educational questions as factors in general which may have a definite effect on educational needs.

4. Production of How-to-Manual

The second overall objective of the New Horizons Proposal was to develop a manual which would detail the research process of assessing needs. This manual could benefit other communities wishing to conduct a similar type survey.

To accomplish this objective, detailed documentation was kept by the research consultant of every phase of the on-going research.

An ad hoc committee was formed from members of the board and committee to discuss manual format and production strategy. Each ad hoc committee of the board, as it completed its objective, drew up a collective summary of the process. The summaries were directed to answering:

A. What Had to Be Done; a description of the task(s) to be completed by the committee,

B. How It Was Done; a description of how the task(s) were completed; and

C. Suggestions for Changes (Improvements).

There were six ad hoc committees in total. These summaries plus the ongoing documentation kept by the researcher formed the base for this manual. Copies of the manual, titled Surveying Educational Interests of Older Adults, Part II - How-to-Manual, can be obtained from the Alberta Council on Aging, Edmonton, Alberta.

5. Dissemination of Survey Results

The third and final New Horizons proposal objective was to determine a format to promote dissemination of the survey results and manual to interested professionals and communities.

The targeted areas chosen for promotion of survey results and manual were: community groups, the senior population, and professionals, both locally and nationally, who may benefit from and act upon these findings.

On the local level the following strategies were employed:

I.   Interviews were scheduled between members of the Educational Survey Committee and the Research consultant, with the Public Relations Officer of the community college to provide data for news and feature release articles in the media.

II.   Interviews and participation in radio and televisions talk shows were encouraged between the media and Educational Survey Committee, to increase exposure of this community involvement project.

III. A series of community meetings were scheduled to:

      - describe research findings
      - suggest implications of such
      - obtain feedback on presentation
      - if appropriate - define recommendations to be made to professional educators and/or government officials.

Four identical meetings were held in each quadrant of the city to accomodate local participation by those less able to travel to a central location.

IV.   One meeting for professional educators and government personnel was scheduled to:

- review process of educational survey project.
- review results.
- review recommendations developed at community meetings.
- develop action strategy based upon results and recommendations presented at meeting.

V.   A mailing list of municipal government, public libraries, educational institutions, Senior centres, nursing homes and lodges within Calgary was devised to advertise in brochure format the sale of survey Report and Manual.

On the Provincial and National level the following actions were taken:

VI.   Members of the Educational Survey Committee participated in a display at the annual Alberta Council on Aging Conference to share research findings with delegates in attendance at sessions.

VII. A mailing list of colleges, universities, provincial and federal government departments, Associations on Gerontology, and Associations on Adult Education, the Medical Association and Nurses Associations, was devised to advertise in brochure format the sale of survey report and manual.

Results of the community and local professional meetings are summarized in Part VI, Review of Research Findings with Representative Groups.

A summary overview of the promotional strategies is provided in Appendix F.

PART IV

DATA ANALYSIS

DATA ANALYSIS

The survey instrument was devised and presented in three sections.
The section titles were -

1. Demographic Characteristics   - describing the respondents'
   demographic characteristics,

2. Pre and Post Retirement Activity   - which focuses on pre and post
   retirement pursuits, and

3. Learning Opportunities and Potential - which is directed to learning
   related issues.

1. Demographic Characteristics

The demographic portion of the survey provides a respondent profile on sex,
age, marital status, language, length of time living in Calgary, length of
time at current address, type of residential dwelling and location in the
city.

Four hundred and seventy (470) Calgarians aged 55 and over from all parts
of the city constitute the data base for this report. A representative
sample based in part on population density of older persons across the city
ensured proportionate replies from the lesser and more populated
communities within Calgary. The core area of the city yielded a much
higher density of older persons compared to the newer housing areas of the
city's outer perimeter.

Of the four hundred and seventy (470) persons interviewed, three hundred
and thirty four (73%) were female, one hundred and twenty four (26%) were
male and two (1%) did not state their sex.

The distribution of respondents by age is as follows: Thirteen percent
(13%) were between 55-59 years of age, sixteen percent (16%) between 60-64

years, thirty three percent (33%) between 65-69 years, nineteen percent
(19%) between 70-74 years, thirteen percent (13%) between 75-79 years, four
percent (4%) between 80-84 years, and two percent (2%) were over 85 years
old. For further comparison between age and other dependent variables the
above age categories were re-grouped as follows: 55-64 years being the
pre-retirement age group which comprises twenty nine percent (29%) of the
sample. The 65-69 year age group represents the years including and
immediately after retirement. Thirty three percent (33%) of replies are
from this group. The 70-74 year age group contains persons in the second
phase of retirement or those in the post-honeymoon retirement period as
termed by some psychologists. Nineteen percent (19%) of the replies are
from this age group. The final group contains those 75 years and over and
is represented by ninteen percent (19%) of the replies.

^With whom do you currently live?^, was asked to determine whether a
respondent lived alone or with another person. Thirty six percent (36%)
reported living alone, forty seven percent (47%) with a spouse, three
percent (3%) with a child, three percent (3%) with a relative, two percent
(2%) with a friend, and nine percent (9%) with other(s), (primarily
roommates in lodges and nursing homes). For detailed comparison analysis
the above categories were regrouped as follows: thirty six percent (36%)
live alone, forty seven percent (47%) live with a spouse, and seventeen
percent (17%) live with other(s).

A number of significant trends are evident when examining the respondents^
age, sex, and marital status (living with whom) in combination. There is a
greater proportion of older females as compared with older males across all
age categories. Males are less likely to live alone, compared to females,
and are more likely to live with a spouse compared to women across all age
categories. Women more often live with other(s) (primarily roommates in
lodge or nursing home) compared to men. The incidence of living with
other(s) increases continually from 65 years onwards for both sexes. (See
Table 1)

With regard to which language the respondents spoke most comfortably: ninety four percent (94%) stated English, two percent (2%) French, one percent (1%) German, one percent (1%) Slavic, and two percent (2%) other. Those who chose languages other than English also stated that they spoke English. The survey sample is limited therefore to those respondents who spoke English first and possibly one or two other languages besides.

Type of residential dwelling listed by respondents is as follows: fifty three percent (53%) dwell in a single house, twenty seven percent (27%) in an apartment (includes low-rise, high-rise, and senior apartment), ten percent (10%) in a lodge or nursing home, six percent (6%) in a multiple family dwelling (includes semi-detached and row house), and four percent (4%) in other, specified mostly as auxilliary hospital. Eighty percent (80%) of respondents live either in their own home or apartment.

Further analysis shows that respondents are three times as likely to be living with a spouse and in a single house as compared to living alone and in a single dwelling. Respondents living alone are more than twice as likely to be living in an apartment, compared to respondents living with a spouse.

Only five percent (5%) of respondents living with a spouse state their residential dwelling as lodge or nursing home. As the majority of respondents without a spouse are female, the data shows that married couples primarily live in single homes, while those without a spouse, primarily female, if living alone are in an apartment, or if living with another, have a roommate in a lodge or nursing home. (See Table 2)

Respondents were asked both how long they had lived in Calgary most recently, and how long at their current address. Twelve percent (12%) reported living in Calgary between 0-5 years, thirty percent (30%) between 6-25 years, thirty percent (30%) between 26-40 years and twenty eight percent (28%) more than forty years. The data describes a different

TABLE 1

DEMOGRAPHIC PROFILE: RESPONDENTS' AGE BY SEX BY LIVING WITH WHOM

AGE	SEX	N Ratings for All	PERCENTAGE RATINGS OF LIVING WITH WHOM			
			Alone	Spouse	Other(s)	Total
55-64	Male	40	10%	73%	17%	100%
	Female	94	21	60	19	100%
65-69	Male	36	17	83	0	100
	Female	118	50	40	10	100
70-74	Male	27	25	65	10	100
	Female	66	55	28	17	100
74 +	Male	26	12	69	19	100
	Female	63	57	16	27	100
Total	Male	129				
	Female	341				

TABLE 2

DEMOGRAPHIC PROFILE: RESPONDENTS' RESIDENTIAL DWELLING BY LIVING WITH WHOM

RESIDENTIAL DWELLING	N Ratings for All	PERCENTAGE RATINGS OF LIVING WITH WHOM			
		Alone	Spouse	Other(s)	Total
Single House	249	23%	67%	10%	100%
Apartment	127	65	30	5	100
Lodge/Nursing Home/ Auxilliary Hospital	60	30	5	65	100
Multiple Dwelling	27	35	58	7	100
Did not state	7	57	43	0	100
Total	470				

picture when tallied for, 'how long at current address'. Forty two percent (42%) have lived five years or less at their current address, forty percent (40%) between 6-25 years, sixteen percent (16%) between 26-40 years, and two percent (2%) more than forty years. Although eighty eight percent (88%) of those interviewed have lived in Calgary six or more years, almost half (42%) are relatively new residents at their current location.

Comparison of age and length of time at current address shows for those respondents living less than one year at their current address: thirteen percent (13%) were between 55-64 years, forty two percent (42%) between 65-69 years, sixteen percent (16%) between 70-74 years, and twenty nine percent (29%) were more than 74 years of age. The years including and immediately following 65, account for almost half (42%) of those respondents changing their address most recently. (See Table 3)

TABLE 3

DEMOGRAPHIC PROFILE: RESPONDENTS' AGE BY LENGTH OF TIME AT CURRENT ADDRESS

AGE	% Ratings for All	PERCENTAGE RATINGS OF LENGTH OF TIME AT CURRENT ADDRESS IN YEARS				
		0-1	2-5	6-25	26-40	41 +
55-64	29%	13%	30%	37%	26%	0%
65-69	33	42	28	31	46	19
70-74	19	16	17	21	16	0
74 +	19	29	25	11	12	81
Total	100%	100	100	100	100	100
N=	470	62	125	188	75	9*

* 11 did not state - length of time at current address.

In summary, there are a number of general demographic trends evident from the data:

1. Based on population density, more older adults (aged 55 and over) reside in the city core compared to the outer perimeter of Calgary.

2. The sample is predominately female.

3. Approximately half of those sampled live with a spouse, and half live either alone or with someone other than a spouse.

4. Males sampled were more likely to live with a spouse, and females more likely to live alone across all age categories compared.

5. All respondents spoke English, while a few surveyed also spoke an additional language or two.

6. Eighty eight percent (88%) of respondents have lived in Calgary more than five years, although almost half have lived less than five years at their current address.

7. Eighty percent (80%) of the respondents live either in their own home or apartment.

8. Respondents living with a spouse, are more likely to live in a single house, while respondents living alone (mostly female), are more likely to live in an apartment.

2. Pre and Post Retirement Activity

This second section of the survey instrument was developed with two purposes in mind; one to inquire of older persons generally how they spend their personal time both before and after retirement to include the reasons behind such choices; and two to set the stage for further questioning in the last section, of current and future interests in learning.

Respondents were asked whether they visited a senior centre and if yes, in what types of activity did they mostly participate. Sixty five percent (N=305) stated that they have visited a senior centre, and the most often recorded activities were socializing (43%), recreation (33%), classes (32%), and tours (32%). Least reported activities were health care (12%), and counselling/information (5%). Of those who do visit senior centres eighty eight percent (88%) chose four or less replies. The thirty five percent (35%) who do not visit senior centres mostly fall in the under 65 age group. (See Table 4)

Related to the highly reported socializing aspect of visiting a senior centre, the next question inquired whether or not new friends were met in the last year, and if yes, where? The majority of respondents (89%) reported having met someone new. Senior citizen centres were most often cited as the location where new friends were met (44%), followed by, through family or existing friends (30%), through the church (29%), through new neighbours (26%), memberships in organizations (21%), and educational courses (20%). Only two percent (2%) chose the YM/YWCA as a location where they met new friends. Of those who did meet new friends, eighty nine (89%) chose three or fewer replies.

For all of the categories mentioned above those interviewed were more likely to meet new friends if they reported living alone rather than with a spouse or other(s).

Also for all categories mentioned earlier, those who have enrolled in educational courses since age 55 reported meeting more new friends in Calgary compared to those who did not enroll in courses. (See Table 5)

TABLE 4

ACTIVITY PROFILE: SENIOR CENTRE ACTIVITY BY ALL

TYPES OF ACTIVITIES	PERCENTAGE RATINGS FOR ACTIVITY INVOLVEMENT BY ALL
Socializing	43%
Recreation	33
Classes	32
Tours	32
Meals	12
Health Care	12
Counselling/Information	5
Other (Board of Directors, Choir, Volunteer Work)	5

Do Not Visit Senior Centre	35%

TABLE 5

ACTIVITY PROFILE: MET NEW FRIENDS BY INVOLVEMENT IN EDUCATIONAL COURSES AFTER AGE 55

LOCATION WHERE MET FRIENDS	% RATINGS FOR ALL	% RATINGS FOR ENROLLED VERSUS NOT ENROLLED IN COURSES AFTER AGE 55	
		Yes	No
Senior Citizen Centre	44%	50%	37%
Family/Friends	30	32	26
Church	29	32	23
New Neighbors	26	27	25
Memberships in Organizations	21	28	15
Educational Courses	20	33	5

Other (Employment)	11
YM/YWCA	2
Have Not Met Friends	11

Retirement interests and activities were elicited. The stated reasons for these interests, both continuing and new included sixty six percent (66%) to keep an active mind, forty nine percent (49%) to learn something new, forty five percent (45%) to keep one's body active, forty three percent (43%) to meet people, and thirty four percent (34%) to keep one's soul active. The least reported reason was to earn extra income (7%). Eighty three percent (N=390) responded to this question positively. Of those who did reply, most chose five or fewer responses.

No significant differences were reported for reasons given by those who live alone compared to those who live with a spouse. Respondents (mostly older and female) living with other(s), recorded fewer replies for - 'to learn something new', and - 'to meet people', compared to those living alone or with a spouse.

Analysis comparing sex differences recorded women replying positively to the following reasons, to keep mind active, to learn something new, to meet people, to keep soul active, more often than men. Men recorded more preferences for, to earn extra income. Both sexes gave equal importance to keeping the body active.

Respondents who have enrolled in courses since age 55 reported, 'to learn something new' more frequently than others.

Equal ranking was given to - keep body active, and to - meet people, for ages 55-64, 65-69, and 74+. The 70-74 year old respondents reported less interest for both of these replies. To challenge myself, learn something new, and to keep mind and soul active generally decreased in intensity to reply with increasing age. (See Table 6)

TABLE 6

ACTIVITY PROFILE: WHY PURSUE NEW INTERESTS BY AGE

WHY PURSUE NEW INTERESTS	% Ratings for All	PERCENTAGE RATINGS BY AGE			
		55-64	64-69	70-74	74 +
Keep Mind Active	66%	70%	67%	67%	60%
Learn Something New	49	56	52	48	36
Keep Body Active	45	49	45	39	48
Meet People	43	43	47	33	46
Keep Soul Active	34	33	29	25	17
Entertainment	29				
Challenge Myself	28				
Assist Other People	28				
Satisfy Curiosity	23				
Earn Extra Income	7				
Do Not Wish to Pursue New Interests	17%				

In summary, there are a number of activity trends by demographic characteristics evident from the data:

1. Senior citizen centres hold major popularity among Calgary's older adults interviewed, especially as a means for socializing and meeting new friends.

2. Respondents who have previous experience in learning opportunities since age 55, reported meeting more new friends, and offered more reasons for encouraging participation in new interests in the future, compared to respondents who have not been involved in later life learning settings.

3. Persons living alone reported meeting more new friends than those living with a spouse or other(s).

4. Personal enrichment (mind active, learn something new, body active, soul active) and socializing (meet people) motivations were strongly endorsed for why an older person would pursue new interests.

5. Economic considerations (earn extra income) were minimally reported as a motivation towards pursuit of new interests, although male respondents cited it more often than females.

6. Intensity of motivation to pursue new interests generally remained the same or decreased with increasing age.

3. Learning Opportunities and Potential

Discussion of learning opportunities is divided into six sections. They
are, I) respondents' current experience and perceptions of learning,
II) the importance of learning, III) barriers and enticements to the later
life learning enterprise, IV) course type, V) scheduling preferences, and
VI) future potential.

I. Experience and Perceptions of Later Life Learning

Respondents were asked whether or not they have enrolled in any
courses since age 55. Virtually everyone interviewed (96%) responded
to this question. Fifty two percent (52%) said yes and forty four
percent (44%) said no.

Percentages increased for those who enrolled in courses after age 55,
with increasing age until an age of 74+, at which time the percentage
of replies decreased. (See Table 7A)

Course enrollment has been an independent variable for comparison to
certain activity profile items in section two of the survey
instrument and will be evaluated in the same context for several
learning opportunity profile items in section three.

An optimist/pessimist scale was developed by adding to-gether the
positive (agree statements) versus the pessimist (disagree
statements) replies for the following three questions:

1. As I grow old, things seem better than I thought they would be.

2. I expect some interesting and pleasant things to happen to me in
    the future.

3. I have made plans for things I'll be doing a month or a year from
    now.

The optimist scale consists of 1 agree = low optimist, 2 agree = medium optimist, and 3 agree = high optimistic trends in personality. Respondents were compared on whether or not they had previously enrolled in courses with their level on the optimist scale. At the high optimist end of the scale (agreed with all three statements above) sixty nine percent (69%) had enrolled in courses and thirty one percent (31%) had not. Respondents appeared twice as likely to be highly optimistic if they had taken courses compared to not having taken courses. (See Table 7B)

TABLE 7A

LEARNING OPPORTUNITY PROFILE: PREVIOUS COURSE ENROLLMENT BY AGE

ENROLLMENT IN COURSES AFTER AGE 55		PERCENTAGE RATINGS BY AGE			
	ALL	55-64	65-69	70-74	74+
Yes, Enrolled	52%	47%	56%	64%	42%
No, Not Enrolled	44	50	42	33	52
Not Stated	4	3	2	3	6
Total	100%	100%	100%	100%	100%

Respondents who stated that they had enrolled in previous courses, were asked to list them and to indicate how satisfied they were with each one. The majority showed high or moderate satisfaction with courses while only ten percent (10%) recorded little satisfaction. Reasons given for little satisfaction include: course poorly delivered (4%), material presented below/above my level of understanding (4%), material presented too quickly (3%), instructor not well prepared (3%), course description did not match content (2%), and could not hear instructor (1%). The sum of these criticisms however, remains minor. (See Table 8)

TABLE 7B

LEARNING OPPORTUNITY PROFILE: OPTIMIST SCALE BY ENROLLED/NOT ENROLLED IN PREVIOUS COURSES

OPTIMIST SCALE	PERCENTAGE RATINGS FOR ENROLLED/NOT ENROLLED		
	Yes, Enrolled	No, Not Enrolled	Total
Low Optimist	43%	57%	100%
Medium Optimist	52	48	100
High Optimist	69	31	100

TABLE 8

LEARNING OPPORTUNITY PROFILE: LITTLE SATISFACTION WITH COURSES TAKEN BY ALL

REASON FOR LITTLE SATISFACTION	PERCENTAGE RATINGS FOR ALL
Course Poorly Delivered	4%
Material Presented Below/Above my Level of Understanding	4
Material Presented Too Quickly	3
Instructor Not Well Prepared	3
Course Description Did Not Match Content	2
Could Not Hear Instructor	1
Room Too Hot/Cold	0
Did Not Respond	90%

TABLE 9A

LEARNING OPPORTUNITY PROFILE: CURRENT LEVEL OF EDUCATION INTERFERES BY ALL

EDUCATION INTERFERES	PERCENTAGE RATINGS FOR ALL
Yes	16%
No	76
Not Stated	8
Total	100%

TABLE 9B

LEARNING OPPORTUNITY PROFILE: REASONS WHY CURRENT LEVEL OF EDUCATION
INTERFERES BY ALL

REASONS INTERFERING	PERCENTAGE RATINGS FOR ALL
Away From School Too Long	11%
Uncomfortable Speaking in Public	8
Underqualified	5
Need to Improve Reading and Writing Skills	3
Overqualified	1
Do Not Understand Registration	1
Reasons Not Given	81%

Older adults were asked whether they felt that their current level of
education interferes with taking part in learning opportunities now?
Ninety two percent (N=432) responded to this question. Sixteen
percent (16%) felt that their current level of education did
interfere and seventy six percent (76%) felt that it did not
interfere. (See Table 9A) For those respondents who replied yes,
their reasons were also recorded. Eleven percent (11%) felt they had
been away from school too long, eight percent (8%) felt uncomfortable
speaking in public, four percent (4%) felt underqualified and one
percent (1%) felt overqualified, three percent (3%) felt a need to
improve reading and writing skills, one percent (1%) did not
understand registration, however eighty one percent (81%) gave no
reason. (See Table 9B)

In summary, there are a number of trends by current experience with
later life learning evident from the data:

1. Respondents were approximately evenly split between having been
    enrolled in courses since age 55 and not having been enrolled.

2. The likelyhood of enrollment in courses increased with increasing
    age until age 74+.

3. Respondents were twice as likely to reflect a high optimist score
    if they had enrolled in courses, compared to not having
    enrolled.

4. The majority of respondents who had taken courses were either
    highly or moderately satisfied with them.

5. The majority of respondents did not feel that their current level
    of education would interfere with taking part in learning
    opportunities now.

II.   Importance of Later Life Learning

Importance of learning new skills at this point in an older person's life was rated by respondents as follows: twenty six percent (26%) gave a high emphasis, forty eight percent (48%) moderate and twenty three percent (23%) little importance. Ninety seven percent (97%) of the persons interviewed replied to this question.

No significant differences were found for importance of learning by sex.

Importance of learning decreased with increasing age across all three categories.

Importance of learning increased across the high and moderate categories for respondents who have enrolled in courses since age 55, compared to those who have not enrolled. (See Table 10A).

Reasons given for importance of learning are as follows: stimulation (44%), health (27%), age (25%), societal/technological change (9%), more pressing concerns (8%), and financial situation (7%).

There were no meaningful differences for reasons given between those who have and those who have not enrolled in courses since age 55, except for stimulation, which was given a higher weight by those enrolled in courses.

Stimulation and societal/technological change, were reported as important reasons for learning. However failing health, increasing age and other more pressing concerns diminished the importance of learning for a smaller segment of the respondents. (See Table 10B)

Financial concerns, while minimally reported, appeared equally across all three categories.

TABLE 10A

LEARNING OPPORTUNITY PROFILE: IMPORTANCE OF LEARNING BY PREVIOUS COURSE ENROLLMENT

IMPORTANCE OF LEARNING	PERCENTAGE RATINGS FOR ALL	PERCENTAGE RATING FOR ENROLLED VERSUS NOT ENROLLED IN COURSES.	
		Yes	No
High	26%	35%	16%
Moderate	48	52	44
Little	23	13	35
Not Stated	3	0	5
Total	100%	100%	100%

TABLE 10B

LEARNING OPPORTUNITY PROFILE: IMPORTANCE OF LEARNING BY REASONS FOR

REASONS FOR IMPORTANCE	% RATINGS FOR ALL	PERCENTAGE RATINGS FOR LEVELS OF IMPORTANCE		
		High	Moderate	Little
Stimulation	44%	83%	47%	2%
Health	27	29	26	33
Age	25	18	22	43
Societal/Tech- nological Change	9	19	7	1
More Pressing Concerns	8	3	9	14
Financial Situation	7	6	7	7

Respondents were then asked on a more global scale what they saw as the most important function (roles) of learning opportunities for older adults to-day. Sixty three percent (63%) listed personal satisfaction, followed by, to meet people (58%). Of lesser significance, the roles to keep people busy (33%) and for personal development (32%) were expressed. Re-training (7%) and upgrading (10%) held low importance for the older adults interviewed.

Eighty nine percent (89%) responded to this question, and of those who did most (84%) chose four or fewer replies.

No significant differences were reported on the above categories between those who live alone and those who live with a spouse, except for personal satisfaction, which was reported more for those living with a spouse.

Again, no significant differences were reported in the above categories between men and women, except for, to meet people and personal development which were recorded significantly more by women.

Replies differed somewhat by age. The categories, to keep people busy, and to meet people, were equally recorded across all age categories. All other categories decreased with increasing age. (See Table 11).

Respondents who have previously enrolled in courses since age 55, compared to those who haven't enrolled consistently gave higher rank to all categories of learning role(s), except for, to keep people busy which was equally rated for both groups.

TABLE 11

LEARNING OPPORTUNITY PROFILE: ROLE OF LEARNING BY AGE

ROLE OF LEARNING	% RATINGS FOR ALL	PERCENTAGE RATINGS BY AGE			
		55-64	65-69	70-74	74 +
Personal Satisfaction	63%	71%	65%	60%	51%
To Meet People	58	62	54	54	60
Keep People Busy	33	35	35	30	30
Personal Development	32	39	32	26	25
Upgrading	10	15	13	8	5
Re-training	7	11	8	6	1

In summary, data on the importance and role(s) of learning present several trends:

1. Importance of learning was reported equally by men and women.

2. Importance of learning and role(s) of learning were ranked higher for respondents who have had recent experience with educational courses.

3. Life coping concerns of health, age, and more pressing concerns (caring for another or work) lowered the importance of learning.

4. Stimulation and dealing with modern day change were expressed as high importance for learning new skills.

5. Financial situation was neglibly relevant to learning new skills.

6. The most important role(s) of learning centre around personal enrichment (personal satisfaction, personal development) and socializing (to meet people).

7. Second career (re-training) motivation as a role for learning is minimal.

8. Generally, the importance of the role of learning decreased with increasing age.

III. Incentives and Barriers to Education by Older Adults

What would encourage or motivate an older person to become involved in learning opportunities and what would discourage or prevent participation were asked of respondents.

Respondents gave highest motivation priority to, having a course offered in a location close to home (49%), to take a course which furthers a new interest (34%), to go to-gether with a friend (30%), and to read about a course in the paper (20%). Eighty eight percent (88%) of respondents replied to this question, and of those who did most (87%) chose three or fewer responses.

No meaningful differences were reported for reasons given by those who live alone, compared to those who live with a spouse, except for, to further a new interest, which was given a greater emphasis by respondents with a spouse.

Women reported being encouraged by having a course offered in a location close to home, and to go to-gether with a friend, more often than did men. All other categories mentioned above were equally reported by both sexes. (See Table 12)

TABLE 12

LEARNING OPPORTUNITY PROFILE: COURSE ENCOURAGEMENT BY SEX

COURSE ENCOURAGEMENT, HOW	% RATINGS FOR ALL	PERCENTAGE RATINGS BY SEX	
		Male	Female
Location Close to Home	49%	33%	55%
To Further a New Interest	34	33	34
Go With a Friend	30	18	34
Read About Course	20	19	20
Receive Written Information	17		
Have Friend Suggest One	10		
Be Invited to 'Open House'	10		
Go in a Group	10		
Not Interested	9		
Involved in Planning of Courses	7		

Reasons likely preventing an older person from attending programs include; dislike going out at night (46%), no transportation (21%), not close to home (19%), and too busy (18%). Reasons of minor significance were: shyness (6%), financial situation (6%), not interested (5%), cannot leave other person(s) alone (3%), and poor concentration (3%).

Seventy nine percent (79%) responded to this question. Of those who did respond, virtually all (94%) chose three or fewer replies.

Females expressed more reasons preventing them from attending courses, than males across all categories.

Respondents who had previously enrolled in courses since age 55 described more barriers to participation across all categories, compared to those who have not previously enrolled.

All age categories equally although not often chose, too busy, as a reason preventing attendance. Not close to home, was equally chosen by all age groups, except for those 74+ years, who chose this reason less often. No transportation, and dislike going out at night, increased as concerns with increasing age.

Those living with a spouse expressed less barriers to taking courses when compared to singles and to those living with others, with the exception that the married couples frequently found themselves too busy. (See Table 13)

In summary, enticements and barriers to later life learning opportunities, as described by the data, yield certain trends:

Enticements

1. Offering a course in a location close to home was the strongest incentive expressed encouraging participation in courses.

2. Being close to home was more important for women than men.

TABLE 13

LEARNING OPPORTUNITY PROFILE: BARRIERS TO INVOLVEMENT IN COURSES BY LIVING WITH WHOM

BARRIERS TO INVOLVEMENT	% RATINGS FOR ALL	PERCENTAGE RATINGS BY LIVING WITH WHOM		
		Alone	Spouse	Other(s)
Dislike Going out at Night	46%	55%	41%	38%
No Transportation	21	29	13	22
Not Close to Home	19	20	19	18
Too Busy	18	13	24	15
Sickness	13			
Inappropriate Times	9			
Shyness	6			
Financial Situation	6			
Cannot Leave Other(s) Alone	3			
Poor Concentration	3			
Language	0			

Barriers

3. Dislike for night time courses was the strongest barrier
   expressed discouraging participation in learning opportunities.

4. Women and persons living alone (mostly female) expressed more
   barriers than men.

5. Respondents living with a spouse reported being too busy, more
   often than persons living alone.

6. Respondents with actual experience in later life learning
   opportunities, expressed more negative concerns than those
   without course experience.

7. Physical barriers (night fear, no transportation, distance to
   class) were more often expressed than personal barriers (shyness,
   poor concentration, language).

8. Financial situation was infrequently expressed as a barrier to
   participation in courses.

IV. Course Type

Respondents were presented with an array of approximately one hundred
twenty five (125) course possibilities and asked if optimal
conditions prevailed, which of the following courses would they be
seriously interested in taking?

Courses were grouped into program categories and then divided among
McClusky's hierarchy of learning needs, into the following sections:
coping, expressive, contributive, and influence. (See Review of
Literature for definitions of each)

Coping or adjustment programs attracted the greatest interest. Programs included in this area are: Health Related Issues (55%), Personal Development (51%), Life Transitions (50%), How To Learn (46%), Consumer Education (41%), Practical Problems (37%), and Basic Education (16%).

Level two of the hierarchy, expressive programs, drew the second largest interest area. This includes: Cultural Enrichment (60%), Arts, Crafts, and Hobbies, (49%), Music (38%), Home Arts (37%), Fabric Arts (37%), Art (32%), Gardening (31%), and Religion (28%).

Lesser chosen program areas are at the contributive level, with programs on, Training for a New Job (41%), and Training for Volunteer Work (27%), and finally the influence level, with programs in Community Affairs (29%). (See Table 14A - Column 1)

The chosen course areas were further analyzed by comparing whether or not respondents reported previous experience with later life learning opportunities. (See Table 14A - Column 2)

All course areas included respondents who have not yet experienced later life learning. These respondents may not have been aware of the current course possibilities prior to this investigation.

The above program areas respondents wished to pursue were compared to courses which respondents indicated they have already taken. (See Table 14B - Column 2)

Coping course areas were chosen overall by forty two percent (42%) of respondents. Coping course areas have been pursued by six percent (6%) of respondents.

Expressive course areas were chosen overall by thirty nine percent (39%) of respondents. Expressive course areas have already been pursued by twenty one percent (21%) of respondents.

Coping type courses were chosen more often, but taken less often than expressive type programs.

TABLE 14A

LEARNING OPPORTUNITY PROFILE: COURSE PREFERENCE BY ALL WISHING TO PURSUE, AND
BY ALL WISHING TO PURSUE BUT HAVE NOT TO DATE

COURSE AREAS	RESPONDENTS BY PREFERENCE, AND PREFERENCE BUT NO EXPERIENCE	
	Wish to Pursue	Wish But Not Pursued
COPING NEEDS		
Health Related Issues	55%	32%
Personal Development	51	32
Life Transitions	50	34
How to Learn	46	33
Consumer Education	41	28
Practical Problems	37	17
Basic Education	16	13
EXPRESSIVE NEEDS		
Cultural Enrichment	60	34
Arts, Crafts, Hobbies	49	30
Music	38	23
Home Arts	37	18
Fabric Arts	37	19
Art	32	17
Gardening	31	14
Religion	28	22
CONTRIBUTIVE NEEDS		
Training for a New Job	41	17
Training for Volunteer Work	27	24
INFLUENCE NEEDS		
Community Affairs	29	20

TABLE 14B

LEARNING OPPORTUNITY PROFILE: COURSE PREFERENCE BY WISHING TO PURSUE,
AND HAVE TAKEN

COURSE AREAS	RESPONDENTS BY PREFERENCE, AND BY COURSES ALREADY TAKEN	
	Wish to Pursue	Have Taken
COPING NEEDS		
Health Related Issues	55%	23%
Personal Development	51	3
Life Transitions	50	8
How to Learn	46	1
Consumer Education	41	7
Practical Problems	37	1
Basic Education	16	1
EXPRESSIVE NEEDS		
Cultural Enrichment	60	59
Arts, Crafts, Hobbies	49	43
Music	38	4
Home Arts	37	8
Fabric Arts	37	16
Art	32	21
Gardening	31	11
Religion	28	5
CONTRIBUTIVE NEEDS		
Training for a New Job	41	30
Training for Volunteer Work	27	3
INFLUENCE NEEDS		
Community Affairs	29	2

Comparisons between respondents choice for programs and whether or not they had previously enrolled in any courses showed that virtually half of the courses chosen were by individuals with no previous enrollment in later life learning. For example, sixty percent (60%) said that they wished to pursue Cultural Enrichment programs, fifty nine percent (59%) have already tried some courses in this area and thirty four percent (34%) would like to but have not participated as yet. (See Table 14A & 14B)

Women repeatedly chose more course offerings compared to men across all program categories, except for three coping programs, Practical Problems, Life Transitions, and Basic Education, which were chosen more by men. The following program categories however, showed minimal differences between the sexes; at the

coping level   - Consumer Education.
expressive level   - Gardening
                    - Religion
contributive level - Training for Volunteer Work
influence level   - Community Affiars.
More course selections were chosen by those who have enrolled in courses since age 55, compared to those who have not enrolled, across all program categories, except for, Training for Volunteer Work, which was chosen more by those not enrolled.

In summary, there are a number of programs trends evident from the data:

1. Program areas of greatest interest were in the coping or adjustment level of learning. Included are Health Related, Personal Development, Life Transitions, etc.

2. Expressive program areas were the second most popular and include: Cultural Enrichment, Arts, Crafts, Hobbies, etc.

3. Three times as many expressive courses have been taken by respondents, compared to coping or adjustment courses, although coping programs are higher ranked in interest.

4. Women mostly chose more course selections than men.

5. Respondents with previous course experience after age 55, chose more course selections than those not previously enrolled.

6. A significant portion of those who have not participated in later life learning to date expressed a desire to do so now.

V.   Practical Considerations

This next section deals with the logistics of course planning through inquiry into preferences on course cost, location, time of day and year, length of course, advertising, transportation, and preferred age of colleagues.

A. Cost

Reasonable cost for twenty hours of instruction fell between the $5.00 to $20.00 amounts. By specific prices, three percent (3%) perferred courses to be offered for free, one percent (1%) for $1.00, eleven percent (11%) for $5.00, twelve percent (12%) for $10.00, five percent (5%) for $15.00, fourteen percent (14%) for $20.00, nine percent (9%) for $25.00, eight percent (8%) over $25.00 to actual cost, and six percent (6%) actual cost. Of those who responded to this question, three quarters (78%) were willing to pay more than the $5.00 fee charged for most seniors courses offered in Calgary to-day. (See Table 15)

TABLE 15

LEARNING OPPORTYUNITY PROFILE: REASONABLE COURSE COST BY ALL

COSTS	PERCENTAGE RATINGS FOR ALL
Free	3%
$1.00	1
$5.00	11
$10.00	12
$15.00	5
$20.00	14
$25.00	9
Over $25.00 to Actual Cost	8
Actual Cost	6

B. Location

Location preference for course offerings include: twenty eight
percent (28%) at a Senior centre, twenty six percent (26%) at a
Community centre, twenty four percent (24%) at Mount Royal
College, twenty percent (20%) at the University of Calgary, and
sixteen percent (16%) at a local church.

Of lesser preference are thirteen percent (13%) at S.A.I.T.,
twelve percent (12%) at a Senior Citizen's apartment, seven
percent (7%) at a Senior Citizen's home (lodge, nursing home),
six percent (6%) at the YM/YWCA, six percent (6%) Home Study on
television, five percent (5%) through Home Study correspondence
courses, and four percent (4%) Home Study groups, two percent
(2%) via Teleconferencing, and one percent (1%) through radio.
(See Table 16)

TABLE 16

LEARNING OPPORTUNITY PROFILE: LOCATION(S) PREFERRED FOR COURSES BY ALL

LOCATION	PERCENTAGE RATINGS FOR ALL
Senior Centre	28%
Community Centre	26
Mount Royal College	24
University of Calgary	20
Local Church	16
S.A.I.T.	13
Senior Citizen's Apartment	12
Senior Citizen's Home	7
YM/YWCA	6
Home Study - Television	6
Home Study - Correspondence	5
Home Study - Groups	4
Teleconferencing	2
Radio	1

C. Time of Day

Afternoons were preferred by forty nine percent (49%) of respondents as the most convenient time of day to attend classes, followed by mornings (43%), evening (16%), noon (11%), and late afternoon (7%). Seventy eight percent (78%) of the people interviewed responded to this question. Of those who did reply, virtually all (91%) chose two or fewer replies.

The majority of respondents who did not choose morning or afternoon as convenient times for classes were involved in paid employment during those times. (See Table 17)

TABLE 17

LEARNING OPPORTUNITY PROFILE: TIME OF DAY PREFERRED FOR CLASSES BY ALL

TIME OF DAY	PERCENTAGE RATINGS FOR ALL
Afternoon	49%
Morning	43
Evening	16
Noon	11
Late Afternoon	7

D. Time of Year

The most preferred months for attending classes were reported as: September (37%), October (47%), November (45%), February (39%), March (45%), and April (39%). The low interest months were: June (18%), July (8%), and August (9%). (See Table 18)

TABLE 18

LEARNING OPPORTUNITY PROFILE: MONTHS OF THE YEAR PREFERRED FOR CLASSES BY ALL
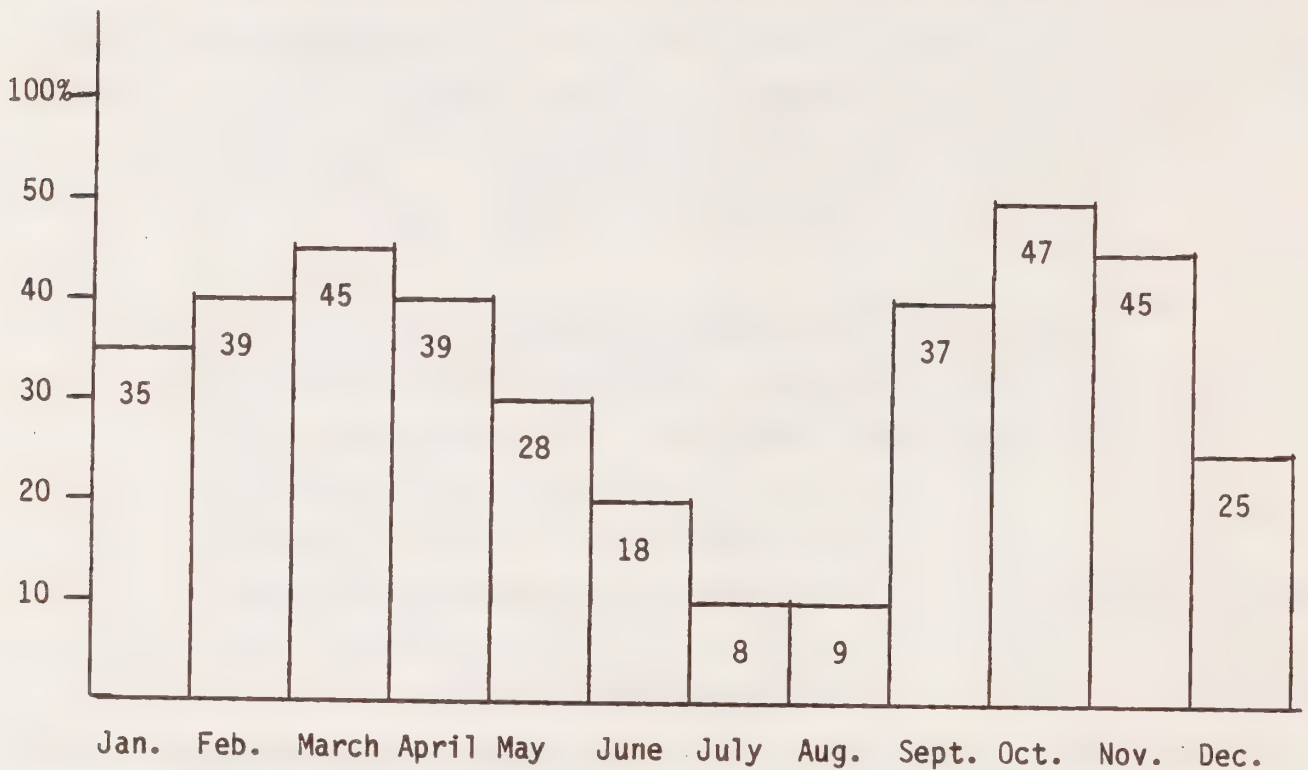
E. Length of Course

Respondents were next asked, ^how long would they prefer classes
to run?^ Fifty six percent (56%) stated, once a week, for eight
- ten weeks, followed by twenty two percent (22%) preferred
classes twice a week. Minimal regard was given to: one day work
shop (7%), live-in work shop (two to three days) (4%), or to
classes five times a week (2%). Seventy seven percent (77%)
replied to this question and of those who replied ninety percent
(90%) chose one response. (See Table 19)

TABLE 19

LEARNING OPPORTUNITY PROFILE: PREFERRED COURSE LENGTH BY ALL

LENGTH OF COURSE	PERCENTAGE RATINGS FOR ALL
Once a week, 8-10 weeks	56%
Twice a week	22
One day workshop	7
Live-in workshop	4
Five times a week	2

F. Course Advertising

Respondents felt that the best method(s) to inform older adults
about upcoming learning opportunities was through: mail-out
brochures (38%), daily newspaper (35%), local television/radio
(26%), Calgary Mirror (30%), or through posters in churches,
drop-in centres, senior citizens' apartments, etc, (20%).
Seventy-six percent (76%) responded to this question. Of those
who replied, approximately three quarters (78%), chose two or
less replies. (See Table 20)

TABLE 20

LEARNING OPPORTUNITY PROFILE: PREFERRED MODE OF ADVERTISING COURSES BY ALL

MODE OF ADVERTISING	PERCENTAGE RATINGS FOR ALL
Mail-out brochures	38%
Daily newspapers	35
Calgary Mirror	30
Local television/radio	26
Posters in churches, drop-in centre, senior apartment, etc.	20

G. Age Factor

Respondents, if given a choice would mostly prefer (57%) to share the activities they enjoy with people of all ages. Their second preference is with people their own age (39%), followed by, with younger people mainly (4%), alone (3%), and, cannot participate in activities (2%). Ninety one percent (91%) responded to this question. Of those who replied, eighty eight percent (88%)chose one response.

Persons responding between the ages of 55-64 years recorded preferring to share activities with people of all ages, more than did any of the other age groups. This same group also less preferred to share activities with people their own age, compared to other age groups. Differences were insignificant for, preferring activities with younger persons, alone, or cannot participate, across all age categories. (See Table 21)

TABLE 21

LEARNING OPPORTUNITY PROFILE: PREFERENCE TO SHARE ENJOYABLE ACTIVITIES
WITH, BY AGE

SHARE ACTIVITY WITH	% RATINGS FOR ALL	PERCENTAGE RATINGS BY AGE			
		55-64	65-69	70-74	74+
People of all ages	57%	71%	57%	43%	52%
People your own age	39	28	41	51	45
Younger people mainly	4	2	3	8	3
By myself	3	3	5	0	2
Cannot Participate	2	2	1	1	2

H. Transportation to Class

Transportation to class includes the following: forty nine
percent (49%) by car, thirty three percent (33%) public transit,
twenty percent (20%) walk, seven percent (7%) by taxi, and seven
percent (7%) by handi-bus. Eighty five percent (85%) responded
to this question. Of those who did respond, approximately three
quarters (73%) chose one response.

Transportation by car was reported most often by respondents
between the ages of 55-64 years, which then decreases with
increasing age. Transportation by public transit, taxi and
handi-bus increases with increasing age. Walking was equally
reported across all age categories.

Transportation by car was reported most often by those living
with a spouse, compared to living alone, or with other(s).
Transportation by taxi, public transit and handi-bus, were
reported more by those living alone compared to those living with
a spouse. Transportation by taxi and handi-bus were reported
more often by those living with other(s), compared to those
living either alone or with a spouse. (See Table 22)

TABLE 22

LEARNING OPPORTUNITY PROFILE: MODE OF TRANSPORTATION TO CLASS BY LIVING
WITH WHOM

TRANSPORTATION	% RATINGS FOR ALL	PERCENTAGE RATINGS BY LIVING WITH WHOM		
		Alone	Spouse	Other(s)
Car	49%	36%	69%	21%
Public Transit	33	44	30	19
Walk	20	23	23	7
Taxi	7	8	1	21
Handibus	7	4	1	28

By further questioning in this area, respondents were asked whether they had any problems getting around the city in winter or summer.

The majority of respondents (55%), did not respond or have any problems in getting around the city. Of those who did respond, forty five percent (45%), most (86%) chose two or fewer replies. Winter weather was expressed as the greatest problem (30%), summer weather was a neglible concern (2%). No private transportation posed a somewhat greater winter problem (16%) than a summer problem (13%). Poor bus service showed the same picture; a problem for ten percent (10%) of respondents in the winter and seven percent (7%) in the summer. Illness as well had a winter/summer difference of; ten percent (10%) problem in winter and five percent (5%) in summer. Across all categories mentioned, winter increased concern with problems in getting about the city, compared to summer. (See Table 23)

TABLE 23

LEARNING OPPORTUNITY PROFILE: PROBLEMS IN GETTING AROUND BY WINTER/SUMMER

PROBLEMS	PERCENTAGE RATINGS BY SEASON	
	Winter	Summer
Weather	30%	2%
No Transporation	16	13
Poor Bus Service	10	7 ·
Illness	10	5

In summary, data on the logistics of course planning yield the following trends:

1. Three quarters of respondents who answered this item were willing to pay more than the current general $5.00 fee per course now charged in Calgary.

2. Course locations involving group contact were favoured over indirect home-study locations.

3. Day-time courses were highly preferred over evening course times.

4. Fall and winter months were preferred times to attend courses, compared to the summer months.

5. Classes were most wanted on a once a week for 8-10 week basis.

6. A variety of advertising approaches were suggested, although no one single form stood above all others.

7. Respondents would most prefer to share activities they enjoy, with people of all ages, and not strictly people their own age.

8. Younger respondents (55-64) and respondents with spouses were most likely to travel to class by car.

9. Older, single, respondents reported being more likely to rely on some form of public transportation.

10. Most respondents did not consider themselves as having any difficulty in getting around the city.

11. Winter weather in Calgary was cited as the greatest problem for those who did reply.

VI. Perceived Unmet Needs and Future Potential

The last portion of section 3 of the survey instrument deals with two areas: first, a general inquiry into perceived unmet needs of older adults to-day and secondly, a specific inquiry of respondent interest in becoming involved in later life learning.

A. Unmet Need

The greatest unmet need perceived by older adults who responded to this survey was for friendships (40%). Other unmet needs expressed include: home help (36%), transportation (33%), financial assistance (32%), and legal counselling (30%). Of decreasing significance were: health service (24%), tips on dealing with aging (22%), recreational programs (20%), housing (19%), counselling/information (16%), week-end activities (16%), telephone reassurance (15%), and educational programs (8%). Eighty three percent (83%) replied to this question. Of those who replied, most (77%) chose five or fewer responses.

More perceived unmet needs were expressed by those living with a spouse compared to those living alone across all categories.

Women more often recorded, friendships, home help, transportation, and telephone reassurance compared to men. Men however, more often recorded, financial assistance, legal counselling, recreational programs, housing, and counselling/information, as compared to women.

Legal counselling was equally reported across all age categories. Financial assistance was reported the most by respondents between the ages of 55-64 years, compared to all other age categories.

Home help decreased as an unmet need with increasing age.

Friendships were recorded equally for all age categories except for those 74+ years, who recorded it less often.

Transportation was equally recorded across all age categories, except for those 74+ years, who recorded it more often. (See Table 24)

It is possible that many of these unmet needs could be met through educational courses, ie, friendships, legal knowledge, dealing with aging, etc.

TABLE 24

LEARNING OPPORTUNITY PROFILE: UNMET NEEDS RELATED TO OLDER ADULTS BY AGE

UNMET NEED	% RATINGS FOR ALL	PERCENTAGE RATINGS BY AGE			
		55-64	65-69	70-74	74+
Friendships	40%	45%	41%	43%	33%
Home Help	36	42	39	32	30
Transportation	33	33	33	29	37
Financial Assistance	32	37	34	23	27
Legal Counselling	30	26	34	31	28
Health Service	24				
Tips on Aging	22				
Recreation Programs	20				
Housing	19				
Counselling/Information	16				
Week-end Activities	16				
Telephone Reasurrance	15				
Educational Programs	8				

B. Elders as Educational Resources

The final items of the questionnaire inquired of respondents;
whether they had any specialized area of knowledge or skill that
they would like to share? Twenty percent (N=94) said yes, they
had, and also specified what the skill(s) were.

The list of skills were grouped to match the program and need
areas identified within the questionnaire. (See Table 25)

TABLE 25

LEARNING OPPORTUNITY PROFILE: RESPONDENT SPECIALIZED SKILL AREAS

NEED LEVEL	PROGRAM AREAS	COURSES
1. COPING	HEALTH RELATED ISSUES	Nursing Aide (3)* Health Counselling (2) Assisting Handicapped Seniors Keep Fit
	PERSONAL DEVELOPMENT	Leadership Training (3) Attitude Awareness Listening Skills Interpersonal Skills
	LIFE TRANSITIONS	Seniors Assisting Seniors Dealing with Seniors
	HOW TO LEARN	Listening Skills (See P.D.)
	CONSUMER EDUCATION	Income Tax (2)

TABLE 25 Con't.

NEED LEVEL	PROGRAM AREAS	COURSES
	BASIC EDUCATION	English for New Canadians (3)
		Writing Skills
		Reading Skills
		Math
		Upgrading
	PRACTICAL PROBLEMS	Use of Computer
2. EXPRESSIVE	CULTURAL ENRICHMENT	Psychology
		Physiology
		Language, French
		East Indian
		History (2)
		Philosophy
		Literature
		Drama
		Teaching in Early Days
	MUSIC	Musical Instruments
		Piano
		Choral Singing (2)
	ARTS, CRAFTS, HOBBIES	Crafts (6)
		Woodworking (4)
		Toymaking
		Left Hand Crafts
		Portrait Photography
		Pottery

TABLE 25 Con^t.

NEED LEVEL	PROGRAM AREAS	COURSES
	HOME ARTS	Cooking (4)
		Nutrition
	FABRIC ARTS	Sewing (3)
		Fabric Crafts (7)
		Weaving (2)
		Soft Toy Making
		Quilting
		Handiwork
		Needlepoint
		Knitting
		Crocheting
		Beading
	ART	Painting
		Visual Arts
		Fabric Arts
	GARDENING	Gardening
3. CONTRIBUTIVE	TRAINING FOR A NEW JOB, FULLTIME, PART-TIME, VOLUNTEER	Bartender
		Health Field
		Writing, Editing
		Horsemanship
		Typing
		Farming Skills
		Mechanics
		Business Administration
		Inventory Management

TABLE 25 Con't.

NEED LEVEL	PROGRAM AREAS	COURSES
	TRAINING FOR VOLUNTEER OR COMMUNITY SERVICE	Organizational Skills Leadership Training (See P.D.) Book Discussion Leader
4. INFLUENCE	COMMUNITY AFFAIRS	Local History

One respondent wishes to share advice and knowledge.

( ) Numbers within brackets refer to number of individuals with same skill to share ie. cooking(4) - four separate respondents wish to share cooking skills.

Respondents, if answering yes, to having a skill they wished to share were then asked whether they would prefer to share their skill individually or in a group. Five percent (N=24) replied individually, and fifteen percent (N=71) preferred a group setting. (See Table 26).

Respondents were asked in what capacity would they be interested in becoming involved in new learning opportunities for older adults. Thirty percent (N=141) replied that they wished to attend classes, twelve percent (N=56) would like to plan learning opportunities, eleven percent (N=52) like to teach, and nine percent (N=42) wished to be involved in educational counselling. (See Table 27). The above respondents themselves, may have all the necessary human resources required to develop later life learning opportunities for themselves.

TABLE 26

LEARNING OPPORTUNITY PROFILE: RESPONDENTS WISHING TO SHARE SKILL(S) WITH WHOM
                               BY ALL

SHARE SKILL(S) HOW	N FOR ALL	PERCENTAGE RATINGS FOR ALL
Alone	24	5%
In a Group	71	15%

TABLE 27

LEARNING OPPORTUNITY PROFILE: RESPONDENT INVOLVEMENT IN LATER LIFE LEARNING
                               BY ALL

RESPONDENT INVOLVEMENT	N FOR ALL	PERCENTAGE RATINGS FOR ALL
Attended Classes	141	30%
Plan Programs	56	12
Teach	52	11
Counsel	42	9

In summary data on perceived unmet needs and interest in later life learning involvement yield the following trends:

UNMET NEEDS

1. Friendships, were recorded as the greatest unmet need of older adults to-day.

2. Respondents who live with a spouse, and are more likely to live in their own home and have a car report more perceived unmet needs than respondents living alone.

3. Respondents under age 65, generally perceived more unmet needs exist for older adults than did respondents age 65 and over.

4. Unmet needs differ for men compared to women.

ELDER INVOLVEMENT

1. Ninety four respondents listed skills or areas of interest which they wished to share with others.

2. Respondents preferred to share their skills in a group setting rather than on a one-to-one basis.

3. Areas of skill listed contained course options across all four levels of need; coping, expressive, contributive, and influence.

4. Respondents expressed interest in attending courses, planning, teaching, and counselling others for involvement in educational courses.

PART V

IMPLICATIONS

IMPLICATIONS

The following section of this report provides an interpretation of the research data with respect to the review of the literature and to later life learning opportunities and preferences within the city of Calgary.

1. Demographic Characteristics

The sample proved to be representative of the population of senior people in Alberta as a whole as judged by data from the Senior Citizen's Bureau publication, Understanding and Working With Older People.[58] Thus our demographic data showed eighty six percent (86%) lived either in their own home, a multiple dwelling or apartment, compared to eighty eight percent (88%) of older Albertans. Approximately ten percent (10%) surveyed lived either in a lodge or nursing home setting, compared to twelve percent (12%) of older Albertans.

The sample surveyed was predominately female, as is the population of persons 65 years and older for Alberta. Seventy three percent (73%) of men, and thirty eight percent (38%) of women surveyed lived with a spouse. This compares with Alberta's older person population having seventy three percent (73%) men and forty two percent (42%) women married.

The sample was limited to those respondents who would agree to be interviewed, who did not suffer from an incapacitating illness and in most cases to those who were able to communicate in English. However persons falling into these categories were too few in number to skew results away from a meaningful representation of the older adult population.

In summary, persons who responded to this survey, fairly well reflect the characteristics of older persons in Alberta as a whole. Perceptions

expressed relating to later life learning, therefore, may be considered reliable indications of the general thinking of older Albertans living in urban settings.

Length of time older persons have lived in Calgary and at their current address pointed out interesting mobility rates. Although most, eighty-eight percent (88%) of the people interviewed had lived in Calgary more than five years, almost half (42%) have lived less than five years at their current address. Of those who resided in a lodge or nursing home setting, seventy percent (70%) have lived less than five years at their current location.

It is widely appreciated that, relocating one's residential location is a stressful event on its own. For older people it is often the result of a change in marital status, be it widowhood or divorce, change in lifestyle brought about by retirement, or change, usually a deterioration in health, causing an individual to require health care. Moving entails loss of a familiar environment, both within the home and outside in the surrounding community. It also involves isolation from former neighbours, friends, and often family. If coupled with loss of spouse, the missing familiar supports are greater.

Change in personal contacts and support brought about by moving one's place of residence for whatever reason, appears significant throughout this research. The greatest unmet need expressed by older persons interviewed was for, friendships. The most popular reasons given for visiting a senior citizen centre, were to meet new friends, and socializing. Seeking new personal contact and the high rate of older people moving appear to justify each other.

2. Pre and Post Retirement Activity

I. Popularity of Senior Citizen Centres

Survey data describes senior citizen centres as more popular for
meeting new friends than, family/current friends, church, neighbours,
other organizations, etc. Senior citizen centres, rated higher than
other mediums for socializing, also list this activity more than
other pursuits such as recreation, classes, tours, etc.

Senior citizen centres in Canada have developed for the most part
within the last ten years, and according to individuals interviewed
have become popular places to meet and socialize with other older
adults. Recreation, classes and tours were the next highest rated
activities which older adults participated in at senior citizen
centres. These three types of structured activity were equally rated
by respondents.

II. Motivation Towards New Interests

Following from discussion of what older people do, respondents were
asked, why; for what reasons. Replies describe personal enrichment
(keep mind, body, soul active, learn something new) and socializing
(to meet people) as primary motivators toward pursuit of new
interests, hobbies or skills. Socializing, expressed as an important
aspect to positive involvement in a new pursuit, plus rated highly as
occurring at senior citizen centres, further substantiates senior
centres as meeting expressed needs among older persons.

Motivation to pursue new interests was found to generally decrease
with increasing age. This agrees with several aging theorists who
state that desire for particular activities may not change with
increasing age, but the intensity of the desire tends to lessen.[59]

Similar types of incentives were recorded, but the relative weight of overall interest generally decreased with increasing age.

Economic considerations (to earn extra income) were minimal inducements for older persons to pursue new interests. This agrees with subsequent survey findings which describes perceived roles of later life learning. Re-training, related to financial gain was the least considered role perceived for older adult learning.

Roles of learning and enticements to involvement in new pursuits practically mirror each other by categories chosen. Roles for learning include personal enrichment and socializing more than any other categories. Both motivation to try new pursuits and roles of learning perceived by older persons interviewed reflect the practical desire to meet new friends and socialize. Personal enrichment desires may well reflect an older person's wish to make up for losses incurred through retirement, relocation and/or change in marital status. Survey results found that persons living alone reported meeting more new friends than those who live with a spouse or other. Meeting new people may be an effective means of coping with loss of one's spouse or significant other.

Overall, survey results chiefly reflect the older person's need to adjust or cope with change or loss brought about by increasing age. Coping level needs are the first level of several discussed in the literature by Howard McClusky.

3. <u>Learning Opportunities and Potential</u>

I. <u>Experience and Perceptions of Later Life Learning</u>

Persons surveyed represented an almost even split between having experienced versus not having experienced later life learning

activities. This equally divided sample provides excellent comparison of perceptions on later life learning.

Overall, those who have tried it, have enjoyed it, wish to take more courses, and have a more positive outlook on life compared to respondents who have yet to try new learning opportunities. The data also shows that current level of education is not perceived as an issue interfering with current or potential involvement in learning now. Much has occurred in an older persons life between the time they may have completed elementary school and where they see themselves to-day in relation to their schooling. Life experience weighs equally or higher than past educational attainment with regard to current or future learning involvement. The person with a more positive, future oriented perspective on life is twice as likely to be involved in new learning opportunities than the less positively perceived, according to these research findings.

Experience with later life learning was reported as highly or moderately satisfactory by most. Few persons expressed little satisfaction and for those who did, (less than ten percent) reasons reflected inadequate presentation style by the instructor or facilitator and not personal difficulties in comprehension, retention, etc.

Experience with later life learning by those surveyed increased from ages 55 through to 74, at which point it dropped. Persons 55-64 have fewer years and are more likely employed or involved in pre-retirement activities to have much free time for pursuit of other new interests. Adult education is a fairly recent phenomenon in Canadian history and older adult education even more recent. Current later life learning opportunities did not exist 10-15 years ago when the 74+ years person interviewed, may have shown more interest generally in new pursuits.

In Calgary, the University of Calgary first began offering programs
to senior adults in 1974. Outside of senior centres they are the
first institution to become involved with older people in an
educational setting. Their courses are full and waiting lists
abound. Such interest in so few years, is in keeping with the
experience reported in this survey.

II. Importance of Later Life Learning

Men and women equally ranked the importance of learning. However,
importance of learning decreased with increasing age. This agrees
with the earlier statement of decreasing motivation toward new
pursuits with increasing age.

Also, persons who expressed importance of learning as high or
moderate were more likely to have already enrolled in later life
learning activities, than not. Little importance was expressed more
by those who have not yet tried new learning opportunities in the
recent past. Again the point is made, that for those who have
experienced later life learning, it becomes a positive and important
enterprise for them.

When asked why, respondents in the high importance category chose,
^for stimulation^, more than any other reason. This as for other
categories decreased with increasing age. Financial situation did
not appear to be related to levels of importance.

Overall physical limitations of age, declining health or caring for
another lessened learning as a priority. Stimulation and desire to
keep up with societal and technological change were rated more in the
high importance categories overall. Older persons, like everyone
else, want to be part of to-day^s world and actively stimulated to do
so. Before retirement, the work environment and its demands to keep

up to date are strong. After retirement, learning opportunities may replace the stimulation and support network once provided by the work place. Older adults to-day and even more so in the future are leading longer, healthier lives than ever before without a recognized focal point to express their talents and energies. If not utilized, such talent and energy will likely become dormant or dissipate. That does not reflect the desires of older persons in this survey who are expressing desire for stimulation, personal enrichment and meaningful socialization to occur.

III. Incentives and Barriers to Later Life Learning

The greatest incentive towards later life learning involvement was to have a course offered in a location close to home. Reinforcement of this incentive comes from the list of barriers given which could limit participation in learning activity now. The greatest barrier expressed was dislike going out at night, followed by no transportation and not close to home. Again, women expressed more barriers than men overall. Women, in this survey, often living alone without private transportation, logically do not desire venturing out alone at night, nor travelling great distances.

Most continuing education courses offered in the city of Calgary are now held in the evenings, and at centralized locations such as S.A.I.T., Mount Royal College, or the University of Calgary. Few classes are taken to the community during the morning or afternoon hours. A large discrepancy appears to exist between the needs or desires of older persons and current programs offered locally to-day.

Financial situation, again, did not prove a great barrier to older adult participation in new learning opportunities.

IV.   Course Type

Program areas of greatest interest desired by respondents were those
which reflect first level coping needs (McClusky) including Health
Related Issues, Personal Development, Life Transitions and How to
Learn.

The second greatest area of interest reflects the expressive second
level need (McClusky), with programs such as Cultural Enrichment,
Arts, Crafts, Hobbies, Music, etc.

Interesting comparison could be made between courses persons wished
to take and courses already taken. Data shows that three times as
many expressive courses have been taken by respondents, compared to
coping or adjustment courses, although coping programs are higher
ranked in interest. Coping programs have not generally been made
available in Calgary according to a recent poll. In working in this
area, the research consultant for this project had an opportunity to
meet with educators who currently or potentially deal with older
adults. A meeting was held in the late spring of 1982 to provide a
forum for introductions and discussion of common concerns related to
programming for older adults.

Participants in this session who had experience in older adult
education included: Calgary Board of Education, Calgary Separate
Board of Education, University of Calgary, Mount Royal College, City
Parks and Recreation, Red Cross, and Confederation Park (representing
active senior centres). Others in attendance although not involved
in direct programming expressed interest in this area.

Program areas offered to older Calgarians included general interest,
arts, crafts, recreation, academic, cultural, religion and English as
a second language. (See Appendix G - for summary discussion of
professional meeting)

From the survey findings it appears that respondents have taken advantage of what courses are available, ie., arts, crafts, general interest, culture, fitness; but have at the same time expressed a greater desire for programs which are not offered; ie. health related, personal development, life transitions.

Survey findings also emphasized that women repeatedly chose more course selections than men. This statistic has merit when compared with, importance of learning by sex. Men and women equally rated the importance of learning, but women displayed greater interest in actual involvement by number of classes chosen compared to men. One hypothesis may be that women, traditionally throughout their lives have been more involved in volunteer work and other non-financially rewarding group activities and so are more accustomed to a learning setting, than men who have spent much of their lives earning a living and operating in a work or business environment. If this is correct, then greater thought must be given to encouraging men towards involvement in something they themselves see as potentially important and rewarding.

Respondents who have experienced later life learning, chose more course selections than those without experience in it. With these individuals it appears that there was a genuine desire to explore new areas, and there was little disappointment in any of the educational experiences already pursued.

There is great potential for expansion of programming for older persons according to survey findings. Almost half of the courses chosen were selected by persons who have not yet engaged in any later life learning activity. This figure alone doubles possible student numbers for the future. New courses in new course areas would seem to be readily accepted by the senior population of Calgary.

V.   Practical Considerations

This survey emphasized a number of important practical considerations often overlooked by educational programmers.

A.   Course Cost

Respondents were asked on a range from free to actual cost, what reasonable fee would they be willing to pay for twenty hours of instruction. Most chose between $5.00 and $20.00. However, over three quarters of respondents were willing to pay more than the current $5.00 fee per course usually charged for seniors programs in Calgary.

This willingness to pay more than the highly subsidized current fee, is a significant finding. Institutions to-day in Calgary which offer seniors' programs feel unable to provide greater course selection due to cost. Older persons interviewed have stated a willingness to pay more, also desire many more courses than are currently being offered.

B.   Location

A wide range of locations for courses held were listed by respondents. This included traditional educational institutions, plus churches, community centres, seniors apartments, etc. This diversity in choice, reflects preferences expressed earlier for courses held in locations close to home. The area of the city from which the respondent resides, accounts to a great extent, the type of location choice. At the same time, home locations, offering courses on a one-only basis, via television, correspondence or radio were not often chosen. The important community aspect of socializing is not present in these options and may have a great deal to do with their unpopularity. .

C. Time of Day

Day time, morning and/or afternoon, was preferred for classes.
Evening classes were not viewed positively. This again reflects
the earlier discussion of barriers to participation, including,
dislike going out at night.

Most continuing and adult education courses offered in Calgary as
elsewhere, are offered at night, to accomodate people who are
otherwise employed during the day. This trend does little to
encourage entrance by older persons into the learning
enterprise.

Later winter and fall months were the most preferred times of the
year for courses to be held. Interest in courses dropped off
considerably during the late spring, and summer months and again
around Christmas. Traditionally these months have not been
regular school term times and this, for the often very busy and
travelling older person who plans other commitments during these
times, diminishes course interest.

D. Length of Course

Majority of persons interviewed stated preference for courses to
be run on a once a week basis for 8-10 week sessions. Adding
more time commitment per week may discourage some from becoming
involved as it can cut into other regularly scheduled activities.
Also, socializing has more chance to occur gradually and develop
for a longer period of time than would be possible in a one-shot
workshop.

E. Course Advertising

Advertising in print either through a mail out brochure or

through local newspapers were the choices most preferred. With these approaches all information regarding a course, for example, course title, content, location, time, cost, and registration procedure is in written form and easy to refer to. Interest may be generated from verbal media, however specifics for enrollment are more difficult to retain. With written media however several comments were expressed that a separate section or article relating specifically to older adult learning needs to be emphasized. The current program brochures, often 20-40 pages in length, set in small type, and including a half dozen courses for seniors within a program of several hundred selections will likely be passed over by older persons who feel that the brochure was not meant for them but instead, for younger adults.

F. Student Age Factor

Most persons interviewed expressed a strong preference to share activities they enjoyed with persons of all ages, rather than strictly with people their own age. This agrees with the literature review, whereby Carlson states that learning which results from cross-generational exchange is positive for all parties. Families are more mobile to-day than they have ever been before. Parents, children and grandparents seldom live together within the same community, and so the possibilities for intergenerational exchange are greatly reduced. For older persons, who have expressed desire to stay in tune with to-day's world in order to keep up with societal changes, dialogue and socializing with other age groups is thought to be beneficial. Younger-old persons were more likely to prefer mingling with all ages and older-old persons less likely. The older-old person will have a greater likelihood of physical or health disability and so may require activities less suited to all age groups.

Senior citizen centres afford opportunities for older persons to share in activities, but seldom allow for all ages, by the very nature of their mandate being to serve seniors.

Future course planners would do well to heed this expressed preference for multi-age programming.

G. Transportation to Class

Half of the people interviewed stated that they would travel to class by car. This usually represents the younger-old adult living with a spouse. Older-old persons, also more likely to be living alone tend to rely on some form of public transportation. Women, widowed or otherwise single make up the majority of this category. These statements agree with the earlier discussion of women expressing more barriers to participation in learning opportunities; the top three being, dislike going out at night, no transportation, and not close to home.

When asked whether respondents considered themselves as having any difficulties in getting around the city, replies were few, but winter weather topped the list. Couple this with lack of private transportation and the case strengthens for community located learning settings.

VI. Unmet Needs Perceived by Older Adults To-Day

Friendship, was the greatest unmet need expressed by those interviewed. This perceived need fits with all earlier discussion related to interests in socializing and meeting new friends. It also reinforces earlier rationale comparing high mobility rates, through changes in address, marital status, and/or lifestyle, with expressed desires to socialize and develop new friendships.

Also interesting, the data describes younger (55-64 years) persons living with a spouse as perceiving more unmet needs than all others. These people rated highly, friendships, home help, transportation, financial assistance, legal counselling. Generally, these individuals are also more likely to live in their own home, have their own transportation, still employed, and have not required legal counselling for such cirumstances as sale of a house, or dispersal of an estate. It appears as though these younger-old, married individuals perceive their future as more problem oriented than older persons who have more likely coped with changes in residence, mode of transportation, loss of spouse, etc. As situations arise and are adequately coped with by the individual the perceived need for assistance diminishes.

Also men and women differently perceived their unmet needs. Women more often recorded, friendships, home help, transportation, and telephone reassurance than men. The latter three need areas depict an older person living alone without private transportation. Men, however, more often recorded, needs for financial assistance, legal counselling, recreational programs, housing, and counsellng/ information. This may reflect the predominance of those men surveyed who are facing retirement.

Attention to these expressed need areas by men, may be a good avenue for enticement of men into learning opportunities.

Whereas education per se was not emphasized as a major need, most of the above unmet needs are amenable to management through provision of learning opportunities.

VII. Elders as Educational Resources

Ninety four (94) persons interviewed expressed interest in sharing a skill or hobby which they possessed with other people. These skills

covered every course category from Leadership Training, through to Bartending and Use of Computers.

Respondents next replied that they would also be interested in planning programs, teaching courses, and counselling others, plus participating as students themselves. Older persons arrive at old age from every walk of life and for those interviewed, the past experiences of many could now become valuable assets towards developing later life learning settings appropriate to their desires. The desire for involvement expressed by the four hundred seventy (470) persons interviewed for this survey strongly reinforces the literature and the views of several researchers that educational programming for older adults must be a joint venture and an alliance of equals and professionals, with elders involved as initiators, planners, organizers and active agents.

PART VI

REVIEW OF RESEARCH FINDINGS WITH

REPRESENTATIVE GROUPS

REVIEW OF RESEARCH FINDINGS WITH REPRESENTATIVE GROUPS

The findings presented throughout the report were relayed to the Calgary senior community via a series of four community meetings held across the city, plus one meeting of professional educators and municipal and provincial government personnel. The purpose for these meetings was to report the kinds of information uncovered by the survey to potential students and current educational planners, and to encourage discussion of who should be responsible for implementing the survey recommendations.

Summary of Community Meetings

Approximately fifty persons participated in the four community meeting presentations. All findings presented at these meetings were generally accepted as valid, and important. A discussion outline for each session focused on two issues:

1. The Educational Survey Committee has completed a city-wide survey of educational interests of older adults, and now we would like to know what you would like to see happen?

2. Who should be responsible to make this happen?

Discussion of the four meetings is summarized as follows:

What Older Adults Would Like to See Happen

Community meeting participants felt that:

1. Courses needed to be more widely advertised.

2. Motivation is a critical necessity for older adults in personal care settings.

3. Attitude change is needed towards older people by society and vice versa.

   Older Adults feel that:
   - there is discrimination,
   - they are not children and don't want to be babied,
   - some staff at educational institutions are guilty of patronizing them,
   - children are led to believe that older people are past being able to contribute,
   - society should see older people as worthwhile, contributing citizens and use their knowledge,
   - they should stop being labelled as seniors.

4. Classes and courses should be open to all ages, since older people prefer to mix with all ages. Older people want to keep up to date with change and this is one way to help.

5. Older people need courses that offer more mental stimulation, ie. how to operate a computer,

   - they want to be conveniently able to take more university courses, just for information and fun.

6. Week-end activities are needed as it is a lonely time for some.

7. Seniors could be helping seniors.

   They:
   - have skills and want to use them,
   - need some help to get started, for example, give them a place and some money, but let them do the organization of programs,
   - want to be involved in the planning,
   - do not want programs imposed from the outside,
   - feel that there are untapped resources in the older population and resent them not being used.

8. Their knowledge could be exchanged in a barter system.

9. They need a central registration place; for skills and for courses offered.

10. Need funds to get started. These people paid taxes and feel a right to their money.

Who Should be Responsible?

1. Senior Citizen Central Council could:

    a. develop their educational committee
    b. act as an umbrella
    c. put pressure on government for money to act now
    d. provide centres in local places
    e. become involved in politics.

2. Individuals could put pressure on government by writing to their M.L.A.

3. People need to be trained to work with seniors, and many older people have skills to teach these courses, ie., medical staff, nursing staff.

4. Seniors need to be more visible, to make more noise and be heard.

What the Educational Committee Members Observed at These Meetings.

Participants:

1. Appreciated courses at the University of Calgary and wished more of these were offered.

2. Resented that not enough is being done for older adults and were angry re: attitude toward seniors.

3. Believed that educational institutions offered watered down courses for older adults, with the subjects imposed from institutions.

4. Felt that not enough funding was allocated to older adult programming. Older adults want to be in control of their own programs.

5. Would like to have a learning centre at Mount Royal College.

6. Need a central information centre as they feel left out of what is currently being offered.

The community groups in general felt that what older adults want with regard to later life learning are:

1. Independence

2. Opportunities to plan their own programs.

3. To be in control.

4. To be given some leadership from qualified persons.

5. To be involved in change of attitudes.

6. Money to get started.

7. Better transportation.

8. Use of school space.

Discussion at these community meetings supports the literature review and survey findings in the following areas: older adults want to be part of the planning process, want to change attitudes, prefer inter-generational exchange and want more stimulating courses.

These issues have been expressed through the following examples.

Becker believes that elder involvement in the overall process is crucial and as important to elders as the actual program content. Older adults in Calgary reaffirm this theme by stating, they want independence, to be in control, and opportunities to plan on their own, while also acknowledging the necessity at times for professional expertise to guide their plans.

Community participants also confirmed David Peterson's challenge to educators, to provide older people with the skills and encouragement to remake society to their desires, rather than assist them to adjust to society as it now exists. They felt discrimination now exists and that older people often feel patronized or treated as children instead of as worthwhile, contributing adults having experience and knowledge. They voiced a desire to be involved in a positive change of attitudes towards older persons.

One way to encourage a change in attitudes, according to Calgary's older adults, is to provide classes and courses open to all ages. Both younger and older persons may benefit from cross-generational contact and exchange. The older person is given the opportunity to communicate with youth and find out what their life is like and vice versa.

Community groups agreed with survey findings that older adults had a preference for more mentally stimulating courses and that they are put off by watered down courses often currently offered.

From a practical standpoint, need for funds, space, and transportation were expressed, as well as the earlier mentioned need for professional guidance. All were requested in the light of significant elder involvement with the overall process.

<u>Professional Meeting Discussion</u>

Identical information was presented to a meeting of professional educators, plus government personnel. The above summary of the community meetings was also discussed at this session.

Review and discussion with this group was active and critical. A general summary of the meeting follows:

<u>Results of Professional Meeting</u>

Professional educators generally felt that:

A lot is available, but seniors are not aware of educational opportunities in general.

There is a need for improved communication between different groups working with older adults, possibly through the Senior Citizen Central Council.

A pooling of resources, is needed.

A conference for older adults as to what is going on may be of value, maybe a workshop type.

Family Life Education Council could be a resource to train older adults in personal development teaching skills, etc.

Radio/T.V. advertising for seniors may be advantageous.

Older persons in attendance contributed the following points to the overall discussion.

Education is needed by doctors of the services available to seniors.

Present adult children should look at what they would like to do when they reach 65.

Seniors are not a homogenous group, any more than any other age group.

Professional educators agreed that a communication gap existed between educational programmers and older people, in that situations often occurred whereby older persons were not made aware of programs offered.

Some difficulty was experienced by the educators, in accepting the survey results presented.

For example, the issue of older people wanting to be involved in the planning, teaching and counselling of their own programs stood in sharp contrast to the university policy of only hiring faculty. In other areas similar discrepancies were noted, ie., timing of courses being unsuitable, location, transportation and other practical difficulties which exist to block integration of older persons into the educational setting. More dialogue is required if acceptable solutions to these statements are to be resolved.

The professional participants suggested that a conference which would deal with increasing awareness among the elderly of what is available may prove helpful towards bridging this communication gap. It may also facilitate comparison of what is available to what is desired by Calgary's older adults, and possibly evident gaps in service might be recognized and filled.

In summarizing the interaction between both professionals and community groups, it may be fairly stated that the first steps have indeed been taken in Calgary through the organization, development and presentation of this project. At the very least, the need to improve communication between professionals and older adults is acknowledged. More importantly solid guidelines towards development of later life learning drawn from the research findings may now further productive dialogue between prospective groups. All of which creates a firmer base from which negotiation towards improved programming can occur.

PART VII

RECOMMENDATIONS

RECOMMENDATIONS

Based on the review of the literature, research findings, and subsequent dialogue between a portion of Calgary's older adult population, professional educators and members of the Educational Survey Committee, the following statement is put forward.

'Later life learning opportunities can be an important vehicle to facilitate enhancement of self and society, during the current fifteen to twenty year post retirement period of one's life.'

Survey findings amply demonstrated that persons who had participated in later life learning opportunities viewed their experience as both positive and rewarding.

From this assertion the following recommendations are made:

1. Later life learning needs to be recognized and accorded a legitimate place within the educational field to-day. Although traditional classes may be open to older adults, a special effort at targeting the senior group is required.

2. Increased involvement by older persons in educational settings should be facilitated as they are an important resource in promotion, development and operation of educational programs. This involvement may include acting as advisors to an existing educational institution or to actually planning and directing a learning centre of their own. The range for involvement is wide, however the key is in genuine and not token participation.

3. Socializing, meeting new people and forming friendships are all important components to emphasize when structuring later life learning opportunities and may take the form of introductory open houses, discussion sessions,

tours, refreshment breaks or after class liaisons. Accomodation of these considerations may be the most important aspect of ensuring successful programming.

4. Preference for daytime (morning or afternoon) courses over evening classes should be recognized when scheduling programs.

5. Convenient course locations must focus on neighbourhood settings, close to where prospective students reside, rather than centralized locations which confound older adult participation due to transportation barriers.

6. A more realistic fee should be considered which would adequately cover course costs and therefore allow for more course selection than current, subsidized limits allow. Utilization of senior resources would also reduce current full fee costs to a more manageable sum.

7. Classes which include persons of all ages are preferred to age-segregated courses. Intergenerational programming facilitates exchange of ideas and experience from varied age perspectives.

Throughout an individual's life there often exists periods of time when freedom exists for involvement in day time pursuits. For a younger adult, unemployed, a homemaker, a shiftworker, etc., daytime adult programming is preferable. As well, for older adults, who generally have unstructured time during the day, and dislike going out and have less energy at night, daytime courses are the preferred choice.

The above recommendations applied in combination could describe, a later life learning opportunity, planned to involve a sharing of skills and resources, informally in a community setting, during the day, and offered at a reasonable fee. Such a learning environment could well attract a cross-section of interested persons not reached through current programming strategies.

The final recommendations deal with, reaching these people, and the nature of skills shared.

8. Course advertising targeted for older persons needs to be separate from all other course advertising, in spite of the fact that preference for multi-age classes is stressed. Until older adults become accustomed to the idea that learning, courses, classes, colleges and universities are all there as much for them as for younger adults, they will not take advantage of the opportunities available. Distinct brochures which highlight programming for older persons, will help focus this new target group towards learning possibilities.

9. In Calgary, older adult programming should expand into new program lines which include Life Transitions, Personal Development, Health Related Issues, and How to Learn courses, rather than add more courses similar to the ones currently offered. Programs now available include, general interest, arts, crafts, hobbies, fitness, recreation, and cultural enrichment. Continued interest has been expressed for these types of courses, however, even greater interest has been shown for the new courses yet to be developed.

10. Vocational, second career, and re-training type courses were not highly desired by older persons interviewed and therefore do not require priority consideration within the present context of identifying and filling gaps in service.

APPENDIX A

NEW HORIZONS PROPOSAL

NEW HORIZONS PROPOSAL

1. New Horizons Project Title _____

2. Name and Address of Group _____

3. Name and Address of President _____

4. Group Active Before _____

5. Contributions Before _____

6. Number of Participants _____

7. Number of Retired Persons _____

8. Describe your New Horizons project

Need

Documented information on learning needs of older adults in the Calgary

community is non-existent. Both the Senior Citizen's Central Council and

the majority of co-ordinators of educational programs for older adults list

needs assessment as a top priority issue. This project would both address

this need locally, plus enable other communities to assess their needs by

following the instructions of the manual. Results of this project will

create the data base necessary for the development of comprehensive

educational service planning for Calgary's older adults.

Objectives

1. To determine learning needs of older adults in the Calgary community.

2. To develop a manual which details the process involved in assessing

    needs.

3. To determine a format to promote dissemination of the survey results

    and manual to interested professionals and communities.

Methodology

The needs assessment portion of this project will involve; identification

of target population, drafting a needs assessment instrument, critiquing it

with interested professionals and pre-testing it in the community,

screening, orienting and training senior volunteer interviewers and
interviewing the sample defined. Analysis of data gathered will yield
identification of older adult learning needs.

Development of the manual will involve recording in detail the events and
process of assessing learning needs. It will include what 'worked best for
us', at each phase of the project. A manual will be drafted, critiqued and
the final document produced.

CRITICAL PATH

Time Frame (Months)

Tasks	1	2	3	4	5	6	7	8	9	10	11	12

Needs Assessment

- literature review
- develop proposal
- draft instrument
- selection criteria
- training package
- training logistics
- advert., interview
- select interviewers
- train interviewers
- plan pre-test
- implement pre-test
- review pre-test
- board available
- define sample
- interview
- analyze results
- review results
- draft report
- review draft
- final report

Manual

- resource to manual
- evaluate process
- draft manual
- edit and final copy

BUDGET

9. Number of months that this budget covers - 18

    A Office supplies, postage, etc. $ 1100.
    B Rent for offices, meeting halls, etc. $ 0
    C Maintenance, utilities, telephone $ 100.
       (long distance phone)
    D Furniture and equipment $ 0
    E Supplies for arts and crafts, etc. $ 500.
       (purchase of video)
    F Renovation costs $ 0
    G Other expenses (specify)
       principal research consult. $ 15600. (12 months)
       interviewer honorarium   850.

    Support service costs: orientation and training $ 100.
                            word processing
                            computer data analyst
                            computer time
                            extensive library service
                            office equipment
                            meeting space, security $ 1750.
                            postage
                            local telephone

    Total amount of funding requested from New Horizons $ 20000.

OTHER INCOME

10. Sources of income other than New Horizons

    A Other sources of income   N.A.
    B Estimated income from project

    Total amount of income

CONTINUITY

11. Possible sources of support after the New Horizons contribution
    terminates

    A Donations
            Need not determined at this time.
    B Grants
    C Other

BOARD ROLE CLARIFICATION

The Board of Directors of this project is responsible to the concept of assessing learning needs of older adults in the Calgary community.

The initial concept developed from a group of older adults who have discussed this issue at length. Deliberations resulted in identifying the need to obtain information on learning needs from the broader community. (See project description.) Appropriate facilities and personnel became available to undertake this investigation at this time and so a New Horizons project is being proposed.

The board of directors is responsible for:

1. design of the overall scenario.

2. design and approval of the assessment instrument.

3. design and approval of selection criterion for senior volunteer interviewers.

4. design and approval of senior volunteer interviewer training package.

5. approval of logistics for the senior volunteer interviewer training session.

6. advertising, interviewing and selection of senior volunteer interviewers.

7. execution of training and orientation of senior volunteer interviewers.

8. implementation of the pre-test procedure.

9. review of pre-test results and re-assessment of strategy and design.

10. ensuring that the board be available to volunteer interviewers who may experience concerns arising from the interviewing process.

11. review of results of incoming data and presentation of recommendations to research consultant.

12. edit of draft report.

13. conducting an evaluation session to review above process as a discussion section for the ˄how-to˄ manual.

14. draft ˄how-to˄ manual.

15. edit and production of final copy of manual.

CONSULTANT ROLE CLARIFICATION

The principal research consultant is responsible to the Board of Directors of this project. This board has formed to conduct research to ascertain the educational needs of older adults and to compile a ˆHow-Toˆ, manual.

The principal research consultant is responsible for:

1. providing appropriate background material to the board to assist the decision-making process throughout the various stages of the project.

2. developing a proposal to describe the board's deliberations and intentions regarding this research, to include process and time lines for completion of work activities.
   With the advice and approval of board members, the principal research consultant will undertake the following tasks:

3. develop a learning needs assessment questionnaire.

4. develop a selection criterion format describing preferred characteristics of potential volunteer interviewers.

5. compile a training package for orientation and training of volunteer interviewers.

6. organize the logistics of the training session for volunteer interviewers.

7. plan the pre-test procedure.

8. define the sample to be interviewed, prepare the interview schedule and resolve time and transportation concerns of interviewees.

9. analyze the pre-test results and report to board for a decision on whether or not the strategy and design of the assessment requires revision.

10. respond to concerns expressed by board members through volunteer interviewers with respect to interviewing the community.

11. tabulate and analyze incoming data from the assessments.

12. present results to the board for review and recommendation.

13. prepare a summary report.

14. edit report and review draft conclusions with board members.

15. act as a resource to board toward developing a manual which documents methodology of assessing learning needs.

CRITICAL PATH

TASKS		BOARD RESPONSIBILITY	CONSULTANT RESPONSIBILITY
Needs Assessment	literature review	Advisor	Executor
	develop proposal	"	"
	draft instrument	"	"
	selection criteria	"	"
	training package	"	"
	training logistics	"	"
	advert., interview	Executor	Resource
	select interviewers	"	"
	train interviewers	"	"
	plan pre-test	Advisor	Executor
	implement pre-test	Executor	Resource
	review pre-test	Advisor	Executor
	board available	Executor	
	define sample	Advisor	Executor
	interview		"
	analyze results	Executor	Resource
	review results	Advisor	Executor
	draft report	Executive	Resource
	review draft	Advisor	Executor
	final report	Executor/Advisor	Resource/Executor
Manual	resource to manual		Resource
	evaluate process	Executor	
	draft manual	Executor	
	edit and final copy	Executor	

APPENDIX B

CALGARY SURVEY of EDUCATIONAL
INTERESTS of OLDER ADULTS

CALGARY SURVEY OF EDUCATIONAL INTEREST

OF OLDER ADULTS

SURVEY NUMBER: _____

LOCATION IN CITY (COMMUNITY): _____

SEX OF RESPONDENT: 1. ___Male

                      2. ___Female

TYPE OF RESIDENTIAL DWELLING: 1. ___Single House
                                  2. ___Semi-detached
                                  3. ___Row House
                                  4. ___Low-rise Apartment
                                  5. ___Hi-rise Apartment
                                  6. ___Seniors Apartment
                                  7. ___Lodge/Nursing Home
                                  8. ___Room & Board
                                  9. ___Other, Specify _____

COMMENTS: _____

_____

_____

_____

INTERVIEWER: _____

Sponsored By:

                    EDUCATIONAL SURVEY COMMITTEE
                    NEW HORIZONS PROJECT,
                    CALGARY, ALBERTA

WHO YOU ARE

1. Age
    1. ___ 55 - 59
    2. ___ 60 - 64
    3. ___ 65 - 69
    4. ___ 70 - 74
    5. ___ 75 - 79
    6. ___ 80 - 84
    7. ___ 85 plus

2. How long have you lived in Calgary?
    1. ___ 0 - 1 year
    2. ___ 2 - 5 years
    3. ___ 6 - 15 years
    4. ___ 16 - 25 years
    5. ___ 26 - 40 years
    6. ___ 41 - 60 years
    7. ___ 61 years plus

3. How long have you lived at your current address?
    1. ___ 0 - 1 year
    2. ___ 2 - 5 years
    3. ___ 6 - 15 years
    4. ___ 16 - 25 years
    5. ___ 26 - 40 years
    6. ___ 41 - 60 years
    7. ___ 61 years plus

4. With whom do you currently live?
   1. ___alone
   2. ___spouse
   3. ___child
   4. ___relative(s)
   5. ___friend(s)
   6. ___other(s) specify _____

5. Which language do you speak most comfortably?
   1. ___English
   2. ___French
   3. ___German
   4. ___Italian
   5. ___Slavic
   6. ___Chinese
   7. ___Other, specify _____

WHAT YOU DO

6. If you visit a senior centre, in what type of activities do you mostly participate? Check all that apply.

   1. ___meals
   2. ___recreation
   3. ___socializing
   4. ___counselling/information
   5. ___health care
   6. ___classes
   7. ___tours
   8. ___other, specify _____
   9. ___not applicable

7. If you met new friends in Calgary in the last year, where did you meet them?

    1. ___ Senior Citizens' Centre
    2. ___ new neighbours
    3. ___ through the church
    4. ___ through memberships in organizations, specify _____
        _____
    5. ___ educational courses
    6. ___ YW/YMCA
    7. ___ through family or existing friends
    8. ___ other, specify _____
    9. ___ not applicable

8. A) What hobbies and forms of recreation were you involved in before age 55?

    _____
    _____
    _____
    _____
    _____ not applicable

8. B) Currently, if different from above?

    _____
    _____
    _____
    _____
    _____ not applicable

9.   A) Assuming good health, sufficient finances, available transportation, etc., what interests, hobbies, or skills would you like to pursue in the future?

_____

_____

_____

_____

_____ not applicable

9.   B) For what reasons?

01. ___ to challenge myself
02. ___ to learn something new
03. ___ to meet people
04. ___ to keep active - mind
05. ___   - body
06. ___   - soul
07. ___ to earn extra income
08. ___ entertainment
09. ___ to satisfy my curiosity
10. ___ to assist other people
11. ___ other, specify _____
12. ___ not applicable

10. A) If you could have pursued an occupation other than the one(s) you did, what would it (they) have been?

_____

_____

_____

_____ not applicable

_____ would not have pursued an occupation other than the one(s) I did.

LEARNING OPPORTUNITIES

11. A) Have you enrolled in any courses since age 55?

1. ___yes

2. ___no

If yes, please list:

	Column A

11. B) From the list above how satisfied were you with these courses?

Record in Column A: 1 - high

2 - moderate

3 - little satisfaction

C) If you recorded "little satisfaction", please state reason(s):

1. ___could not hear instructor

2. ___material presented too quickly

3. ___material presented below/above my level of understanding

4. ___room too hot/cold

5. ___course description did not match content

6. ___instructor not well prepared

7. ___course poorly delivered

8. ___other, specify _____

9. ___not applicable

12. What were the most important learning experiences in your life?

_____

_____

_____

_____ not applicable

13. A) How important is learning new skills at this point in your life?

    1. ___high

    2. ___moderate

    3. ___little importance

13. B) For what reason?

    1. ___health

    2. ___age

    3. ___financial situation

    4. ___societal/technological changes

    5. ___stimulation

    6. ___too busy

    7. ___have other more pressing concerns, specify _____

        _____

    8. ___other, specify _____

14. What would most encourage you to take a course?

    01. ___have a friend suggest one

    02. ___go together with a friend

    03. ___read about course in paper

    04. ___a course furthering a new interest

    05. ___be invited to an introductory "Open House"

    06. ___be involved in the planning of courses

    07. ___receive written information

    08. ___go in a group

    09. ___have course offered in location close to my home

    10. ___not interested

    11. ___other, specify _____

15. If transportation were no problem, the cost affordable, and the time of the course convenient, which of the following programs would you be <u>seriously</u> interested in taking? Check all that apply.

LEARNING ABOUT YOURSELF

<u>Personal Development Subjects:</u>

1 -Looking Your Best
2 -Stress Management
3 -Effective Speaking
4 -Getting To Know Yourself
5 -Confidence & Competence
6 -Exploring your Dreams
7 -Learning For Living

8 -What else?

<u>Health Related Issues:</u>

1 -Diet
2 -Arthritis Self Management
3 -Exercise to Music
4 -Aquacises
5 -Yoga
6 -Relaxation & Meditation
7 -Holistic Health & Wellness
8 -Living with Diabetes

9 -What else?

<u>Life Transitions:</u>

1 -Retirement
2 -Pre-Retirement Planning
3 -Health Disabilities
4 -Hearing Impairment
5 -Workshop for Widowed Persons
6 -Human Aging
7 -Death, Dying & Beyond
8 -Friendships

9 -What else?

<u>Religion, Spiritual Development:</u>

1 -Buddhist Philosophy & Retired Life
2 -Bible Study
3 -Comparative Religion

4 -What else?

LEARNING ABOUT THE WORLD

Training For Volunteer Or Community Services:

1 -Learning How to Work with People
2 -Leadership Skills
3 -Foster Grandparents

4 -What else?

Consumer Education:

1 -Handling Finances
2 -Good Buymanship
3 -Pension Benefits
4 -Metric
5 -Wills and Estates

6 -What else?

Community Affairs:

1 -How Government Works
2 -World Resources
3 -Energy
4 -Twentieth Century History & You

5 -What else?

Training For A New Job For Full-time, Part-time or Volunteer:

01 -Typing
02 -Upholstery
03 -Switchboard - Receptionist
04 -Broadcasting
05 -Business Administration
06 -Early Childhood Services & Development
07 -Interior Design
08 -Journalism
09 -Community Recreation
10 -Therapeutic Recreation
11 -Leisure Facilities Operations
12 -Medical Office Assistant
13 -Music
14 -Justice Administration
15 -Rehabilitation Services
16 -Secretarial Skills
17 -Accounting, Bookkeeping
18 -Social Service Careers
19 -Speech
20 -Petroleum Land Management
21 -Public Relations
22 -Computer Science
23 -Word Processing
24 -Volunteer Visiting
25 -Organizational Skills for Voluntary Agencies
26 -Basic Treasurer's Skills for Voluntary Agencies
27 -Interview Skills
28 -What else?

LEARNING TO LEARN

Basic Education Or Upgrading:

1 -Reading
2 -Writing
3 -Mathematics

4 -What else?

How To Learn More Effectively:

1 -Improving Your Memory
2 -Listening Skills
3 -What else?

Cultural Enrichment:

1 -Literature
2 -Creative Drama
3 -Lecture Series
4 -Philosophy
5 -History
6 -Travelogues
7 -Psychology
8 -Foreign Languages, which ones _____

_____

_____

9 -What else?

LEARNING TO LEARN (Con'␓t)

Art:

1 -Collages
2 -Drawing
3 -Painting
4 -Water Color
5 -Sculpture
6 -Art Appreciation

7 -What else?

Home Arts:

1 -Cooking for One or Two
2 -Canning Techniques
3 -Refurnishing the Home
4 -Flower Arranging
5 -Fashion & Fabric Shows

6 -What else?

Gardening:

1 -Vegetable Growing
2 -Mini-Gardening
3 -Rose Culture
4 -Lawn Care
5 -Use of Pesticides, Fertilizers
6 -What else?

Arts, Crafts, Hobbies:

1 -Collecting
2 -Fix-It-Shop
3 -Leather Working
4 -Silver Working
5 -Wood Working
6 -Christmas Workshop
7 -Ceramics
8 -Photography
9 -What else?

Music:

1 -Choral Singing
2 -Music Therapy
3 -Music Appreciation
4 -Concert Series
5 -Playing a Musical Instrument
    which ones _____
    _____
6 -What else?

Fabric Arts:

1 -Sewing
2 -Embroidery
3 -Crewel Work
4 -Knitting
5 -Needlepoint
6 -Rug Hooking
7 -Smocking
8 -Fabulous Faces - Nylon Sculpture

9 -What else?

Practical Problems:

1 -Law for the Layman
2 -Small Business Operation
3 -Employment Consultation Service
4 -Car Repair
5 -House Maintenance
6 -Defensive Driving
7 -Safety in the Home
8 -Computer

9 -What else?

16. If any courses were made easily available in those areas on the
    above list, what cost do you consider reasonable for 20 hours of
    instruction?
    1. ___free
    2. ___$ 1.00
    3. ___$ 5.00
    4. ___$10.00
    5. ___$15.00
    6. ___$20.00
    7. ___$25.00
    8. ___over $25.00 to actual cost
    9. ___actual cost

17. A) Do you feel that your current level of education interferes with
       taking part in learning opportunities now?
       1. ___yes
       2. ___no

17. B) If yes, why?
       1. ___need to improve reading and writing skills
       2. ___feel underqualified
       3. ___uncomfortable speaking in public
       4. ___been away from school too long
       5. ___do not understand registration, etc.
       6. ___other, specify _____
       7. ___not applicable

18. Would any of the following reasons likely prevent you from attending programs?

01. ___ no transportation
02. ___ dislike going out at night
03. ___ shyness
04. ___ sickness or other physical limitations, specify _____

    _____

05. ___ cannot leave other person(s) alone
06. ___ language barrier
07. ___ not close to home
08. ___ too busy with other activities
09. ___ inappropriate times
10. ___ poor concentration
11. ___ financial situation
12. ___ not interested
13. ___ other, specify _____

19. If you had a choice, with whom would you like to share the activities you enjoy?

1. ___ with people your own age
2. ___ with younger people mainly
3. ___ with people of all ages
4. ___ cannot participate in activities, specify reason _____

    _____

5. ___ by myself, without other people

20. If a course of interest were offered, where would you prefer to attend?

    01. ___Mount Royal College

    02. ___S.A.I.T.

    03. ___University of Calgary

    04. ___Local church, specify _____

    05. ___YM/YWCA, specify _____

    06. ___Senior Citizens' Apartment, specify _____

    _____

    07. ___Community centre, specify _____

    _____

    08. ___Home Study - TV

    09. ___   - Radio

    10. ___   - Correspondence course

    11. ___Home study groups

    12. ___Senior centre, specify _____

    13. ___Teleconference at local learning centre

    14. ___Senior citizens' home (lodge, nursing home) specify _____

    _____

    15. ___other, specify _____

    16. ___not applicable

21. What time of day would be most convenient for you to attend classes?

    1. ___morning

    2. ___noon

    3. ___afternoon

    4. ___late afternoon (5 to 7 P.M.)

    5. ___evening

    6. ___not applicable

22. What months of the year would you prefer for attending classes?

01. ___January	05. ___May	09. ___September
02. ___February	06. ___June	10. ___October
03. ___March	07. ___July	11. ___November
04. ___April	08. ___August	12. ___December
		13. ___not applicable

23. How long would you prefer classes to run?
    1. ___one-day workshop (weekday/Saturday/Sunday)
    2. ___once a week for 4, 6, 8, 10, 12, 14 weeks (circle one)
    3. ___twice a week for 4, 6, 8, 10 weeks (circle one)
    4. ___five times a week for 1, 2, 3 weeks (circle one)
    5. ___live-in workshop (2 to 3 days midweek/weekend)
    6. ___not applicable

24. What would be the best method to inform you and/or your friends about upcoming learning opportunities for older adults?
    1. ___local radio/T.V., specify _____
    2. ___daily newspaper, specify _____
    3. ___posters in churches, drop-in centres, apartments
    4. ___mail-out brochures
    5. ___Good Times
    6. ___Calgary Mirror
    7. ___hand-out at check-out counters in grocery Stores
    8. ___other, specify _____
    9. ___not applicable

25. How would you travel to class?
    1. ___car
    2. ___public transit
    3. ___walk
    4. ___taxi
    5. ___handibus
    6. ___other, specify _____
    7. ___not applicable

26. Do you have any problems getting around the city in the winter or in the summer?

	Winter	Summer
1. illness		
2. weather		
3. no private transportation		
4. too expensive		
5. poor bus service		
6. other, specify		

7. not applicable

27. What do you see as the most important role(s) of learning opportunities for older adults today?
    1. ___a way to meet people and make new friends
    2. ___personal satisfaction and enjoyment
    3. ___a means to acquire information on services and rights
    4. ___re-training for new careers
    5. ___to keep people busy
    6. ___to deal with age related issues
    7. ___upgrading
    8. ___to improve personal development skills
    9. ___other, specify _____
    10. ___not important

28. Do you believe that you have good, fair or little understanding of the concerns of

GOOD   FAIR   LITTLE

1. people of your own age group

2. people of your children's age   (Please check) appropriate box

3. the youngest generation?

29. What do you see as the greatest unmet needs as they relate to older adults? Check all that apply.
   1. ___financial assistance
   2. ___health service
   3. ___legal counselling
   4. ___recreational programs
   5. ___home help
   6. ___friendships
   7. ___educational programs
   8. ___transportation
   9. ___housing
   10. ___tips on dealing with aging
   11. ___telephone reassurance
   12. ___counselling/information
   13 ___weekend activities
   14. ___other, specify _____
   15. ___not applicable

30. A) Do you have any specialized area of knowledge or skill that you would like to share?
   1. ___yes
   2. ___no

B) Specify skill: _____

_____

_____

_____

not applicable _____

C) If your answer is yes, would you prefer to share your skill on an individual or group basis?
1. ___ individual
2. ___ group

31. Would you be interested in becoming involved in new learning opportunities for older adults by
1. ___ planning
2. ___ teaching
3. ___ counselling
4. ___ attending
5. ___ not applicable

THOUGHTS ABOUT YOUR LIFE

	Agree	Disagree	?
32. As I grow older, things seem better than I thought they would be.			
33. I expect some interesting and pleasant things to happen to me in the future.			
34. I have made plans for things I'll be doing a month or a year from now.			

THANK YOU FOR YOUR PARTICIPATION IN THIS PROJECT.

APPENDIX C

INTERVIEWER FLYER

EDUCATIONAL INTERVIEWERS

Interested in Lifelong Learning & What It Means to Calgary's Older Adult Population?

We require 30 - 35 Senior Volunteer Interviewers to conduct personal interviews with older adults in Calgary.

Orientation and training provided. Interviews Oct. 12 - 31st. Follow-up social for interviewers.

Contact Margaret at *269-3863*, Bette at *245-2357* or Kathryn at *240-6010*.

New Horizons Project, Mount Royal College

APPENDIX D

INTERVIEWER LETTER OF INTRODUCTION

October 15, 1982

Today there is no record as to what older adults want in the way of
learning opportunities.

Up to now, universities, colleges, schools, churches, community clubs,
seniors' drop-in centres, etc. have always made available what they think we
want.

We are trying to ascertain what it is that older adults really want, so
that we can tell the institutions what to make available for us.

We are a group of older adults who are interested in learning opportunities
in the later years. We became organized and are now sponsored by New Horizons
to conduct a research survey.

The purpose of the survey is to find out what it is that <u>you</u> want to learn
in your adult years. The questionnaire takes about 25 minutes to complete.

We have involved interested people from the Calgary community to assist us
in the interviewing.

An interviewer will be phoning you to arrange a convenient time.

We appreciate your interest in our project and thank you for giving it your
consideration.

_____   _____
Betty Brehaut, ·   Kathryn Logsdail,
President of New Horizons Project.   Research Consultant.

APPENDIX E

QUESTIONNAIRE CODING FORMAT

EDUCATIONAL SURVEY COMMITTEE,
NEW HORIZONS PROJECT,
CALGARY, ALBERTA,
1983.

Q.1 to Q.6

- CLASSES — 40
- HEALTH CARE — 39
- COUNSELLING/INFORMATION — 38
- SOCIALIZING — 37
- RECREATION — 36
- MEALS — 35
- HAIR CARE — 34
- LANGUAGE SPOKEN — 33
- CURRENTLY LIVING WITH WHOM — 32
- LENGTH of TIME AT CURRENT ADDRESS — 31
- LENGTH of TIME IN CALGARY — 30
- AGE — 29
- TYPE of DWELLING — 28
- SEX — 27
- LOCATION IN CITY — 26, 25
- SURVEY NUMBER — 24, 23, 22
- CARD NUMBER — 21

Q.6 cont. to Q.9B

- ENTERTAINMENT — 60
- EARN EXTRA INCOME — 59
- KEEP ACTIVE - SOUL — 58
- KEEP ACTIVE - BODY — 57
- KEEP ACTIVE - MIND — 56
- MEET PEOPLE — 55
- LEARN SOMETHING NEW — 54
- CHALLENGE MYSELF — 53
- NOT APPLICABLE — 52
- OTHER — 51
- FAMILY OR FRIENDS — 50
- YW/YMCA — 49
- EDUCATIONAL COURSES — 48
- MEMBERSHIP IN ORGANIZATIONS — 47
- CHURCH — 46
- NEW NEIGHBOURS — 45
- SENIOR CITIZENS CENTRE — 44
- NOT APPLICABLE — 43
- OTHER — 42
- TOURS — 41

Q.9B cont. to Q.13B

- TOO BUSY
- STIMULATION
- SOCIETAL TECHNOLOGICAL CHANGE
- FINANCIAL SITUATION
- AGE
- HEALTH
- IMPORTANCE of LEARNING
- NOT APPLICABLE — 73
- OTHER — 72
- COURSE POORLY DELIVERED — 71
- INSTRUCTOR NOT PREPARED — 70
- COURSE DESCRIPTION/CONTENT — 69
- ROOM TOO HOT/COLD — 68
- MATERIAL PRESENTED QUICKLY — 67
- COULD NOT HEAR INSTRUCTOR — 66
- COURSE ENROLLMENT — 65
- NOT APPLICABLE — 64
- OTHER — 63
- ASSIST OTHER PEOPLE — 62
- SATISFY CURIOSITY — 61

Q.13B cont. to Q.14

- OTHER
- NOT INTERESTED
- LOCATION CLOSE TO HOME
- GO IN A GROUP
- RECEIVE WRITTEN INFORMATION
- INVOLVED IN PLANNING COURSE
- INVITATION TO 'OPEN HOUSE'
- FURTHERING NEW INTEREST
- READ COURSE IN PAPER
- GO WITH A FRIEND
- HAVE FRIEND SUGGEST ONE
- OTHER
- MORE PRESSING CONCERNS

Survey coding sheet — column headers: **Q.15** | **Q.15 cont. to Q.18** | **Q.18 cont. to Q.** | **Q.20 cont. to Q.21**

Row	Q.15	#	Q.15 cont. to Q.18	#	Q.18 cont. to Q.	#	Q.20 cont. to Q.21
20	MUSIC	40	INAPPROPRIATE TIMES	60	HOME STUDY - CORRESPOND.		
19	ARTS, CRAFTS, HOBBIES	39	TOO BUSY	59	HOME STUDY - RADIO		
18	GARDENING	38	NOT CLOSE TO HOME	58	HOME STUDY - T.V.		
17	HOME ARTS	37	LANGUAGE BARRIER	57	COMMUNITY CENTRE		
16	ART	36	CANNOT LEAVE OTHERS ALONE	56	SENIORS APT.		
15	CULTURAL ENRICHMENT	35	SICKNESS	55	YM/YWCA		
14	HOW TO LEARN	34	SHYNESS	54	LOCAL CHURCH		
13	BASIC EDUCATION	33	DISLIKE GOING OUT AT NIGHT	53	UNIVERSITY of CALGARY		
12	TRAIN. FOR NEW JOB	32	NO TRANSPORTATION	52	S.A.I.T.	72	NOT APPLICABLE
11	COMMUNITY AFFAIRS	31	NOT APPLICABLE	51	MOUNT ROYAL COLLEGE	71	EVENING
10	CONSUMER EDUCATION	30	OTHER	50	BY MYSELF	70	LATE AFTERNOON
9	TRAIN. FOR VOLUNTEER	29	DO NOT UNDERSTAND REGISTRATION	49	CANNOT PARTICIPATE	69	AFTERNOON
8	RELIGION	28	AWAY TOO LONG	48	PEOPLE of ALL AGES	68	NOON
7	LIFE TRANSITIONS	27	UNCOMFORTABLE SPEAKING IN PUBLIC	47	YOUNGER PEOPLE MAINLY	67	MORNING
6	HEALTH RELATED	26	FEEL UNDER-QUALIFIED	46	PEOPLE OWN AGE	66	NOT APPLICABLE
5	PERSONAL DEVELOPMENT	25	IMPROVE READING/WRIT. SKILLS	45	NOT APPLICABLE	65	OTHER
4		24	CURRENT LEVEL EDUCATION INTERFERES	44	OTHER	64	SENIOR'S HOME
3	SURVEY NUMBER	23	REASONABLE COST	43	NOT INTERESTED	63	TELECONFEREN[CE]
2		22	PRACTICAL PROBLEMS	42	FINANCIAL SITUATION	62	SENIOR CENTRE
1	CARD NUMBER 2	21	FABRIC ARTS	41	POOR CONCENTRATION	61	HOME STUDY - GROUPS

Q.22 to Q.23

Col	Label
1	N) CARD NUMBER
2	SURVEY NUMBER
3	SURVEY NUMBER
4	
5	JANUARY
6	FEBRUARY
7	MARCH
8	APRIL
9	MAY
10	JUNE
11	JULY
12	AUGUST
13	SEPTEMBER
14	OCTOBER
15	NOVEMBER
16	DECEMBER
17	NOT APPLICABLE
18	ONE-DAY WORKSHOP
19	ONCE A WEEK
20	TWICE A WEEK

Q.23 cont. to Q.26

Col	Label
21	FIVE TIMES A WEEK
22	LIVE-IN WORKSHOP
23	NOT APPLICABLE
24	LOCAL RADIO/T.V.
25	DAILY NEWSPAPER
26	POSTERS IN CHURCHES
27	MAIL-OUT BROCHURES
28	GOOD TIMES
29	CALGARY MIRROR
30	HAND-OUT AT CHECK-OUT
31	OTHER
32	NOT APPLICABLE
33	CAR
34	PUBLIC TRANSIT
35	WALK
36	TAXI
37	HANDIBUS
38	OTHER
39	NOT APPLICABLE
40	ILLNESS WINTER

Q.26 cont. to Q.27

Col	Label
41	ILLNESS SUMMER
42	W. WEATHER
43	S. WEATHER
44	W. NO TRANSPORTATION
45	S. NO TRANSPORTATION
46	W. TOO EXPENSIVE
47	S. TOO EXPENSIVE
48	W. POOR BUS SERVICE
49	S. POOR BUS SERVICE
50	W. OTHER
51	S. OTHER
52	W. NOT APPLICABLE
53	S. NOT APPLICABLE
54	MEET PEOPLE
55	PERSONAL SATISFACTION
56	ACQUIRE INFORMATION
57	RE-TRAINING
58	KEEP PEOPLE BUSY
59	AGE RELATED ISSUES
60	UPGRADING

Q.27 cont. to Q.28

Col	Label
61	PERSONAL DEVELOPMENT
62	OTHER
63	NOT IMPORTANT
64	Good Fair Little — PEOPLE YOUR OWN AGE
65	Good Fair Little
66	Good Fair Little — PEOPLE YOUR OWN AGE
67	Good Fair Little — PEOPLE YOUR CHILDREN'S AGE
68	Good Fair
69	Little
70	Good Fair Little — YOUNGEST GENERATION
71	Good Fair Little
72	Good Fair Little

THANK-YOU.

Q.29 to Q.30A

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

| | | | | | | | | | | | | | | | | | | | 4 |

- CARD NUMBER — 4
- SURVEY NUMBER
- FINANCIAL ASSISTANCE
- HEALTH SERVICE
- LEGAL COUNSELLING
- RECREATION PROGRAMS
- HOME HELP
- FRIENDSHIPS
- EDUCATIONAL PROGRAMS
- TRANSPORTATION
- HOUSING
- DEALING WITH AGING
- TELEPHONE REASSURANCE
- COUNSELLING / INFORMATION
- WEEK-END ACTIVITIES
- OTHER
- NOT APPLICABLE
- SHARE SPECIALIZED SKILL

Q.30 cont. to Q.34

| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |

- 21 — SHARE INDIVIDUAL / GROUP
- 22 — PLANNING
- 23 — TEACHING
- 24 — COUNSELLING
- 25 — ATTENDING
- 26 — NOT APPLICABLE
- 27 — THINGS SEEM BETTER — AGREE DIS. ?
- 28 —
- 29 —
- 30 — INTERESTING & PLEASANT — AGREE DIS. ?
- 31 —
- 32 —
- 33 — MADE PLANS — AGREE DIS. ?
- 34 —
- 35 —

APPENDIX F

OVERVIEW OF PROMOTION STRATEGIES

Overview of Promotion Strategies

See Part III - Project Design - Dissemination of Survey Results for more
detailed explanation.

LOCAL CONTEXT

Objective 1

To increase public awareness of needs, incentives and barriers for involvement
by older adults in meaningful learning opportunities.

Action 1

Schedule and conduct interviews between members of the Educational Survey
Committee and the Consultant for the Needs Assessment project, with the Public
Relations Officer of Mount Royal College to provide data for news and feature
release articles.

Action 2

Schedule and participate in radio and television talk shows describing process,
results and implications for survey findings.

Intended Outcome

Human interest feature articles and shorter news releases to be sent to major
media suppliers in city of Calgary. - Newspapers: Calgary Herald, Calgary Sun,
North and South Side Mirror, Good Times - Television: CFAC, Channel 10, CBRT -
Radio: CBC, CFCN, CHQR.

Actual Outcome

Human interest feature articles were printed in the Calgary Herald and Good Times monthly newspaper.

Telephone dialogues occurred between members of the board and radio CBC, and CFAC.

Radio advertising occurred on CHQR.

Evaluation

Although not all media sources chose to cover this project, the board of directors and research consultant were pleased with coverage.

Phone call follow-ups occurred from each separate coverage from interested older adults, often inquiring as to where they could take courses.

Objective 2

To develop recommendations for action from older adults in Calgary, by means of participation in a series of community meetings.

Action

Plan and conduct a series of four community meetings to:

    a.   describe .research findings
    b.   suggest implications of such
    c.   obtain feedback on presentation
    d.   if appropriate - define recommendations to be made to professional educators and/or government officials.

If so determined, relay recommendations to appropriate governmental and/or educational institutions.

Intended Outcome

To broaden present narrow participation of older adults in the planning and developing of educational programs for them.

To determine recommendations to/not to encourage educational programming.

Actual Outcome and Evaluation

See Part VI - Review of Research Findings with Representative Groups.

Objective 3

To present process of conducting the Educational Interest Survey, research findings, and recommendations for older adults (see Objective 2), to educational planners in Calgary.

Action

Plan and conduct a professional meeting to include: educational professionals and government resource personnel.

Meeting agenda: a. review of educational survey project
                 b. review of results
                 c. review of community meetings and recommendations of such
                 d. proposed action.

Intended Outcome

To provide to educational professionals a data base requested by them, as necessary for development of educational programs responsive to expressed needs of older adults themselves.

To provide recommendations from older adults based on research results to professionals.

To provide a forum for increased awareness among government and educational professionals of older adults interest in education.

Actual Outcome and Evaluation

See Part VI - Review of Research Findings with Representative Groups.

Objective 4

To inform and make available for purchase, survey report and/or manual to interested organizations, government departments, and institutions within Calgary.

Action

Devise a mailing list of municipal government officials, Senior Citizens' Central Council, public libraries, educational institutions, senior centres, nursing homes and lodges, within Calgary.

Design, produce and mail flyer to those on above mailing list.

Co-ordinate order and distribution of requested reports and/or manuals.

Intended Outcome

Increased community awareness of research through distribution of flyer.

Cost recoverable distribution locally of research report and/or manual.

Actual Outcome

In progress at time of printing.

PROVINCIAL/NATIONAL CONTEXT

Objective 5

To increase public awareness within the province of Alberta of the entire research project by attendance at, and participation in an exhibit at the Alberta Council on Aging conference.

Action

Secure permission for participation in conference from conference planners.

Design and produce identification banner.

Plan focus for exhibit.

Prepare and print sample questionnaires and address labels so that interested participants may acquire further information on the project.

Attendance and participation at conference.

Intended Outcome

To increase exposure of research project to delegates in attendance at A.C.A. conference.

To promote distribution of report and/or manual.

Actual Outcome

Four members of the Educational Survey Committee manned an exhibit at different times throughout the conference. Distributed modified versions of the questionnaire and accepted names and addresses for subsequent mailing of research report and/or manual.

Evaluation

Committee members present at the conference felt that their participation had been worthwhile. Distributed most invitations to forthcoming community meetings and received approximately two dozen requests for copies of the report and/or manual.

Objective 6

To inform and make available for purchase, survey report and/or manual to interested organizations, government departments and educational institutions.

Action

Devise a mailing list of colleges, universities, provincial and federal government departments, provincial and federal Associations on Gerontology, provincial and federal Associations on Adult Education, Alberta Medical Association, Alberta Nurses Association.

Design, produce and mail flyer to those on above mailing list. (See Objective 4)

Co-ordinate order and distribution of requested reports and/or manuals.

Investigate suitable location (ie. ACA) to house survey report and manual for access by interested parties at termination of this project.

Intended Outcome

Increased professional awareness of research through national distribution of flyers.

Cost recoverable distribution nationally of research report and/or manual.

Actual Outcome

Alberta Council on Aging has agreed to co-ordinate sale of research report and/or manual. Distribution of flyer in progress at time of printing.

APPENDIX G

SUMMARY DISCUSSION OF PROFESSIONAL MEETING, SPRING 1982

Summary Discussion of Professional Meeting

COMMON CONCERNS

The following question was posed to the group. "Identify what you see as the major problem facing those who are providing programs or services to the older adults in Calgary." The following responses were recorded:

1. Lack of awareness (applicable to target areas and agencies)
2. Lack of motivation (apathy) 2
3. Lack of adequate funds 6
4. Transportation in the evening
5. Assessment of needs
6. Income
7. Unco-ordinated services and programs
8. How to reach the target population (communication)
9. Accepting responsibility - leadership roles
10. Central information source needed

The above concerns were rank ordered as shown:

1. Lack of awareness of services provided and population served.
    - want versus needs
    - communication problem and lack of research methodology expertise
      within agencies cited

2. Lack of funding.

3. Lack of motivation and involvement of seniors. Point made, not to assume
    that due to lack of involvement in a particular agency that seniors aren't
    involved elsewhere.

4. Lack of co-ordinated services and programs.

5. Transportation - people to programs,
                     - program to people.

- - - COFFEE BREAK - - -

FUTURE DIRECTIONS

Discussion of concerns lead to suggestions that the group meet again to further
investigate problems and work towards solution of same. From this suggestion
the following options were presented.

1. Form a separate group to deal specifically with seniors' issues relating
    to educational needs.

2. Meet with seniors' community group which is forming at Mount Royal College
    to obtain input on needs from them.

3. Place responsibility of assessing needs with Calgary Further Education
    Council.

4. Whole needs of person must be looked at rather than isolated educational
    needs.

5. Pre-retirement needs seen as paramount.

6. Seniors involvement important to any decision making process involving
    them.

7. Create a sub-committee of Further Education Council to look specifically
    at defining learning needs of older adults.

8. Grey area of 55-65 year olds need to be looked at.

Consensus was not reached on approach. If interest warrants a second meeting may be called in early fall to further describe these options.

Meeting was adjourned.

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